DOCUMENT RESUME

ED 234 885 PS 013 611

TITLE What We Teach: A Brief Course of Study [Grades K-6].
INSTITUTION San Bruno Park School District, San Bruno, CA.
PUB DATE [Sep 82]
NOTE 170p.; Contains many duplicate pages.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Board of Education Policy; *Educational Objectives; Elementary Education; *Elementary School Curriculum; Elementary School Mathematics; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Kindergarten; Language Arts; Parent Materials; Reading; *School Policy; Social Sciences
IDENTIFIERS PF Project

ABSTRACT

The purpose of these seven handbooks (one for each grade from kindergarten through grade six) is to provide parents with information about their child's school and about the basic instructional requirements of the school. Most of the information in each handbook is identical to all the others and has been included to maintain the continuity of the document. The parts which are repeated in each handbook include: (1) school district priorities; (2) curriculum frameworks for grades K-8 in reading, mathematics, language arts, and social sciences; (3) a statement of the rights and responsibilities of students, parents, and teachers; (4) a homework policy; (5) a brief note on the rights of students and parents regarding special education; (6) a description of the School Improvement Program; (7) school rules; and (8) the school calendar for 1982-83. The unique parts of each handbook are grade level requirements (student learning behaviors) for reading, mathematics, language arts, and social sciences. (DC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED234885

WHAT WE TEACH: A BRIEF COURSE OF STUDY [GRADES K-6]

San Bruno Park School District, San Bruno, CA

[September 1982]

PS013611

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

JOHN W. MEHL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

WHAT WE TEACH

A Brief Course of Study

GRADE

K

Rollingwood School

San Bruno Park School District
San Bruno, California

Board of Trustees

Olive M. Brasel
President

Anthony J. Alioto
Vice President

Raymond A. Schenone
Clerk

William J. Henderson, Jr.
Representative

Joisse M. Brune
Member at Large

* * *

Administrators

Dr. John W. Mehl
Superintendent

Dr. Dirk M. Dunnink
Assistant Superintendent - Business Services

Leonard T. Heid
Assistant Superintendent - Educational Services

Martin Tunick
Program Supervisor - P.L. 94-142/Special Education Master Plan

Superintendent's Message

It is my belief that the strength of our nation is based primarily upon the concept of the inherent dignity of each individual citizen. It is thus the responsibility of the nation's schools to educate its citizenry both fully and well in order to maximize the feeling of self worth of each student. This feeling of self worth is most easily maximized in an individual who feels well prepared academically to deal effectively with his or her responsibilities as a citizen.

A well defined systematic curriculum is one of the key elements necessary to insure the attainment of this goal. The staff of the San Bruno Park School District thus devotes a good deal of time and energy to the development and implementation of an effective, sequential curriculum. This document is designed to provide you, a parent, with an overview of the general curriculum expectations of the grade level in which your child is presently enrolled. We are hopeful that this document will serve to assist each of the partners in the educational process--student, teacher, and parent--to maintain open channels of communication about the child's academic progress throughout the years he is enrolled in the San Bruno Park schools.

Sincerely,

John Mehl

John W. Mehl
Superintendent

Message from the
Coordinating Curriculum Council

After studying the results of the community-wide Educational Needs Assessment, the Coordinating Curriculum Council recommends the following as the four priority needs of the San Bruno Park School District:

1. Written Composition
2. Self-Esteem
3. Math Computation
4. Reading

Written Composition:

Written Composition was identified as the number one priority in the district as a whole. In addressing this need, emphasis should be placed on creativity without loss of grammar and punctuation. A wide variety of written expression, such as, note taking, writing main ideas, outlining, summarizing, letter writing, and filling out forms should be encouraged so that the student can realize how written expression is applied to everyday life. To accomplish this, some form of writing experience should occur in the classroom on a daily basis.

Self-Esteem:

The major priority goal is and should remain fostering the positive self-image and emotional health of the individual. Provisions for guided discussions within the classroom and group counseling should be made available at all levels of the curriculum to strengthen the student's coping skills, interpersonal relationships, and valuing one's self and fostering the attainment of problem solving skills.

...continued next page

Math Computation:

The ultimate goal of the mathematics program is the efficient application of the basic skills in everyday living. This can best be accomplished by teaching students to progress from manipulative skills to abstract reasoning. An awareness of the teacher and parent to the use of current technology is imperative if the student is to be prepared to cope in our rapidly changing society.

Reading:

The goals of reading should develop cognitive, critical, and creative skills. These skills must be developed by emphasizing vocabulary, phonics, comprehension of written and oral language, literature appreciation, and application of critical thinking skills. The theme for our reading program should be to help students *"learn to read", "read to learn", and "read for life".*

* * *

TO THE PARENT:

The purpose of this handbook is to inform you of the basic grade level requirements for your child.

The Course of Study begins at Kindergarten and follows through the eighth grade, identifying those skills which are expected to be achieved at each level and each subsequent grade level.

This will enable you, as a parent, to understand where your child should be in terms of the district's objectives for their instructional program.

With the parent and teacher working together, these goals can be attained.

Coordinating Curriculum Council

What We Teach

in

KINDERGARTEN

READING FRAMEWORK

Kindergarten through Grade Eight

Vocabulary Development:

Goal: To develop abilities to increase the number and range of words that can be understood and used.

Objectives:

1. To develop skills in forming words.
2. To develop skills for identifying word meanings.
3. To develop skills for using regular and irregular patterns for spelling.
4. To understand how new words come into the language and how word meanings change.

Understanding/Comprehension:

Goal: To develop abilities to use reading in the instructional program and in daily living activities.

Objectives:

1. To develop comprehension skills.
2. To develop skills for decoding words and units of meaning.
3. To develop skills for effective reading in different curriculum areas.
4. To develop skills for the use of reading in daily living.

Literature and Other Media:

Goal: To develop abilities to be critical of and derive meaning from reading literature and observing media.

Objectives:

1. To develop awareness of word choice, sound, rhythm, and purpose in written materials and media presentations.
2. To develop skills for making critical analyses of written materials and media presentations.
3. To develop personal satisfaction and meaning from reading and media.

Kindergarten

Student Learning Behaviors

Reading

* Identifies upper case and lower case letters of the alphabet.
* Recognizes likenesses and differences in objects.
* Differentiates sizes.
* Recognizes primary colors.
* Recognizes and names various shapes.

* Sequence events in a three picture series.
* Classifies pictures under a given subject.
* Displays left-to-rightness.
* Recognizes his/her own name.
* Identifies beginning word sounds.

* Introduce children to the Library and its resources (i.e., listening to stories, records, etc.).

MATHEMATICS FRAMEWORK

Kindergarten through Grade Eight

Mathematic Skills:

Goal: Develop the abilities to use mathematics for problem solving in theoretical situations and daily living.

Objectives:

1. Develop skills for identifying, analyzing, and solving problems.
2. Develop skills for using calculators, computers, etc.

Computation Skills:

Goal: Develop the abilities to compute with accuracy and efficiency.

Objectives:

1. Count accurately.
2. Use number operations with accuracy and efficiency.
3. Use place value.

Geometry Skills:

Goal: Develop the abilities to use geometric concepts.

Objectives:

1. Recognize geometric figures.
2. Develop skills for measuring geometric figures.

Measurement Skills:

Goal: Develop the abilities to use concepts of measurement.

Objectives:

1. Develop skills for using standard units of measurement.
2. Develop skills for estimating.

Using Concepts of Probability and Statistics:

Goal: Develop the abilities to use concepts of probability and statistics.

Objectives:

1. Guesstimating patterns of numbers in problem solving.
2. Develop skills for graphic representation of mathematical relationships.
3. Develop skills for interpreting data.

Kindergarten

Student Learning Behaviors

Mathematics

* Can count to 10 orally.
* Can identify numbers 1 to 10.

* Can identify the four basic geometric figures. (Square, Circle, Rectangle, and Triangle)

* Can compare sizes. (Long/Short - Large/Small)

* Begins to use calendar skills.

* Use of pictorial graphs. (Visual)

LANGUAGE ARTS FRAMEWORK

Kindergarten through Grade Eight

Listening and Talking Skills:

Goal: Develop abilities to speak, listen and respond to oral language.

Objectives:

1. Hear and respond.
2. Express throughts and feelings.

Writing Skills:

Goal: Develop abilities to write for different purposes.

Objectives:

1. Use different forms in writing stories, poetry, etc.
2. Organize and describe ideas.
3. Handwriting, typing, graphics, etc.
4. Spelling.
5. Editing.

Grammar and Punctuation Skills:

Goal: Develop abilities to use the grammatical structure of the language.

Objectives:

1. Capitalization and punctuation.
2. Use of correct word order.
3. Develop simple to compound sentences.

Study Skills:

Goal: Develop abilities to use study/locational skills.

Objectives:

1. Use library reference system and materials.
2. Take notes and outline to summarize.
3. Use charts, diagrams, graphs, etc.

Kindergarten

Student Learning Behaviors

Language Arts

* Can listen and respond to peers, stories, tapes, records.
* Follows simple directions.
* Can share experiences in group discussions and group play.

* Creative writing through art, field trips and experiences.

* Can print his/her name.
* Develops motor skills.

* In oral discussion, develops the sense of a simple sentence.

* Develops an interest in books and library materials through use of the library.
* Classifying objects.

Social Sciences Framework

Kindergarten through Grade Eight

Knowledge:

Goal: Use data, concepts, and generalizations drawn from the various social sciences to understand how societies develop.

Objectives:

1. How continuity and change affect the lives of individuals and development of societies.
2. To become familiar with the systems which operate in different societies. (*i.e., social/political/economic*)
3. To understand how beliefs, traditions, and behaviors are transmitted in different societies.

Skills:

Goal: Use a variety of problem-solving skills appropriate to social science disciplines.

Objectives:

1. To develop basic skills for gathering and using information.
2. To develop skills for intellectual or critical/creative thinking.
3. To develop skills to understand different viewpoints and feelings.

Values:

Goal: Understand and appreciate different social and personal value systems.

Objectives:

1. To understand differences and similarities of the value systems held by different cultural and social groups in the American society.
2. Evaluate ways in which personal responsibilities are met in a democratic political community.

Social Participation:

Goal: Develop the knowledge and skills necessary to participate with others in social action projects.

Objectives:

1. To participate in social action projects that are of benefit to the community. (*i.e., social/political/economic/environmental*)

Kindergarten
Student Learning Behaviors
Social Sciences

Setting: Myself and Others in the World

Focus: *Learning about the physical, social and emotional dimensions of self and others is critical to the development of a positive self-concept.*

Some suggested topics suitable for Kindergarten are:

1. The uniqueness of me; my similarities and differences.
2. Finding my way in the world. (*Map skills*)
3. My needs, the needs of others, and how people (*including me*) grow and change.
4. Self-awareness and the employment of my five senses.
5. My parents: their jobs and jobs that I can do.
6. Special occasions in my life.
7. Rules and why we need them.
8. Cooperation and conflict between friends and classmates.
9. Songs, stories, games, and dances my friends and I like.
10. Learning to listen and listening to learn.

Statement of Understanding of Mutual Rights and Responsibilities

Rights of the Student

The student has the right:

1. To expect a well designed curriculum which insures he/she will attain basic skills in reading, writing, and mathematics and achieve in all other areas of the curriculum at a level appropriate to his/her age and grade.
2. To know in advance all standards for study and behavior with which he/she is expected to comply.
3. To study in a classroom free from distraction from other students.
4. To have access to the teacher and school administrator to discuss and resolve any concerns or problems he/she has.

Rights of the Parents

The parents have the right:

1. To know the year's curriculum plan for their child.
2. To know the study and behavior standards to which the child is expected to adhere.
3. To timely access to teachers and administrators for discussion and resolution of any concern related to the instructional program received by the child.
4. To periodic systematic reports of academic progress and ways in which parents can assist to further that progress.

Rights of the Teacher

The teacher has the right:

1. To set reasonable study and behavior standards for the classroom.
2. To remove any student who consistently violates these standards.
3. To conference with parents as needed regarding the progress of their child's instructional program and any study or behavioral problems which appear to be inhibiting that process.
4. To request assistance from parents at home to reinforce basic skills taught in the classroom.

Statement of Understanding of Mutual Rights and Responsibilities

Responsibilities of the Student

The student is responsible:

1. To pay attention in class, completing all class and homework assignments on time.
2. To conduct him/herself in a manner consistent with the school's behavior standards.
3. To respect the rights of other students to a learning environment free from disruption and distractions.

Responsibilities of the Parents

The parents are responsible:

1. To provide a suitable study area in the home for each child and supervise the satisfactory completion of all homework assignments.
2. To communicate on a regular basis with the classroom teacher regarding the child's academic progress, participating actively in all regularly and specially scheduled conferences with the teacher.
3. To assist the district at home with drill exercises in basic skills in areas of reading, writing, and computation as prescribed by the classroom teacher.
4. To review established school rules with the child to insure understanding and compliance.

Responsibilities of the Teacher

The teacher is responsible:

1. To provide a balanced curriculum which insures each child the opportunity to attain basic skills in reading, writing, and mathematics and which insures competence in all other areas of the curriculum at a level appropriate to the student's age and grade.
2. To make the year's curriculum plan available to all parents.
3. To adequately assess the learning needs of all students in major curriculum areas and provide an instructional program which will maximize individual student academic growth.
4. To establish, make known, and enforce uniform behavior and study standards which guarantee each child a conducive learning environment.
5. To communicate with parents on a regularly scheduled basis and additionally as needed to keep parents fully apprised of each child's academic progress and individual needs.

Homework Policy

The Board of Trustees believes homework to be an integral part of each student's educational program. Homework is a reasonable extension of classroom assignments and is to vary according to individual student's grade level, ability and need.

ADMINISTRATIVE REGULATIONS

The objective of homework is to assist and improve a student's learning. Homework is to be reasonable in length, directly related to classroom work, well defined in advance by the teacher, understood by the student, corrected and returned to the student, and non-punitive.

It is the student's responsibility to complete homework. It is the parent's responsibility to support this portion of the educational program by encouragement and involvement with the student.

The types of homework assignments and length should vary according to the student's level:

1. KINDERGARTEN (*Minimal, as needed*)
   Homework is to be minimal and based on teacher judgment of the student's needs.

2. PRIMARY GRADES - 1-3 (*15 to 30 minutes, as needed*)
   a. Homework is to be started as an expectation in the student's educational program.
   b. Homework is assigned at the discretion of the teacher with an emphasis on reading, math and language arts.

3. MIDDLE GRADES - 4-6 (*30 minutes to 1 hour, as needed*)
   a. Homework is to be expected as part of the student's educational program.
   b. Homework emphasis is on reading, math and language arts.
   c. Additional assignments are given which, in the judgment of the teacher, will assist the student to learn and develop initiative and responsibility.

4. INTERMEDIATE GRADES - 7-8 (*1 to 1-1/2 hours, as needed*)
   a. Homework is to be a well established part of the student's educational program.
   b. Homework consists of routine assignments and review and preparation of specific academic and classroom subjects.
   c. Homework provides opportunities for research and further development of initiative and responsibility.

Special Education Notes

The California Master Plan for Special Education and Public Law 94-142 are state and federal laws, respectively, that provide the same basic rights to handicapped children that have been provided to other children for the past fifty year.

Under these state and federal laws, each handicapped child in California will be assessed as to their strengths and weaknesses. If the child's needs, as determined by the assessment, cannot be met by the local district, the child can be referred to a state special school or a private non-sectarian school.

Children may be placed in special education programs only after parental permission has been obtained and a careful assessment procedure has been completed.

The placement process may include:

1. Referral
2. Notification of parents
3. Gathering of school information
4. Assessment and Recommendation for placement

Rights of Parents and Students

Parents and students may participate in developing child's program and approve or veto testing and/or placement in Special Education Program. Additionally, they have the right to appeal decisions on any of the following:

1. Identification
2. Assessment
3. Implementation of program
4. Special Services: denial, placement, transfer, or termination

Procedures for appeal are spelled out in State Law.

Building Notes

ROLLINGWOOD SCHOOL
2500 Cottonwood Drive
San Bruno, CA 94066

Telephone: 589-5900 - Ext. 29-30

SCHOOL IMPROVEMENT PROGRAM

Rollingwood School is one of three schools in the San Bruno Park School District that is involved in the California School Improvement Program. The major goals of the SIP are to develop pupils' competence to their highest potential in:

1. Basic Skills:
   - Mathematics
   - English Language
   - Reading
   - Writing
   - Speaking
   - Listening
2. Knowledge and Abilities in Other Curriculum Areas:
   - Arts and Humanities
   - Sciences
   - Areas of Personal Interest
3. Personal Development:
   - Self-esteem
   - Capability for Independent Judgment
   - Personal and Social Responsibility
4. Social Development:
   - Ability to Work in Groups
   - Attainment of Multicultural Consciousness
   - Citizenship Skills

To achieve these goals, SIP requires a school site effort involving parents, teachers, other school personnel, administrators, pupils, and members of the community.

The purpose of this effort is to assess the effectiveness of the total school program in achieving pupil growth and then to plan, implement, and evaluate activities geared to improving that achievement and growth.

The theory is that when school and community are involved and committed, lasting improvements are more likely to emerge.

Building Notes

School Improvement Program - continued

The School Improvement Program provides funds to helf individual schools achieve their goals. Last year, Rollingwood School received approximately $50,000 to use for improving our educational program. In the past, these funds have been used for the following purposes:

a. employing classroom instructional aides, a media center aide, and a physical education specialist;
b. to purchase supplementary instructional materials in all subject areas;
c. to provide books and audio-visual equipment for our media center;
d. to enable students to take educational field trips;
e. parent and teacher training workshops and seminars;
f. bringing various art and humanity presentations to the school;
g. multicultural activities;
h. purchase a microcomputer and software;
i. and, other educational improvements that the District cannot provide.

Participation in the School Improvement Program is a time consuming commitment which requires specific educational preparation, planning, and cooperation between staff and parents.

We feel that this is an extremely valuable program and that our students gain significantly by being part of this program.

* * *

Building Notes

RULES FOR STUDENTS

1. Do not arrive at school before 8:15 a.m.
2. Go directly to the front of the school upon arrival; wait for the bell before entering the playgound.
3. Buy your lunch ticket from the cafeteria before school.
4. When the bell rings, walk directly to class and line up.
5. If you are late to school, always check in at the office before going to class.
6. Wear appropriate clothing to school:
   no shorts; halter tops; boots with black rubber soles or steel toes; clothing with offensive writing or illustrations
7. Do not leave the classroom or the playground without a pass or permission from the teacher.
8. Walk at all times on the school grounds, in the corridors, and on the sidewalks.
9. Put your name on all coats, jackets, sweaters, lunch pails, and sack lunches.
10. No candy, gum, or sunflower seeds should be brought to school.
11. Radios, tape recorders, skateboards and other such items should not be brought to school.
12. You cannot use the telephone unless you have permission from your teacher.
13. Students will show respect for their classmates and teachers, using proper language and good behavior at all times.
14. Upon dismissal, go directly home. Do not play in the corridors or on the playground. Wait for your friends in front of the school, not outside the classroom.
15. Use the Safety Patrol to cross the streets at all times.

* * *

Building Notes

PLAYGROUND RULES

1. Play only in your assigned area.
   Stay away from the building at all times.
2. Use all the play equipment safely and properly.
3. Do not lock any games - let everyone play.
4. Wait your turn for the equipment or in games -
   no pushing or shoving.
5. Tumbling, stunts, tackling, etc., is not allowed.
6. Do not throw tanbark, rocks, sticks, or any other objects.
7. You must have permission from the teacher to retrieve
   balls from over the fence.
8. Use jump ropes only for jumping and do not kick red
   rubber balls.
9. You must have permission from your teacher to bring bats,
   hard balls, or other dangerous equipment to school.
10. No running or playing in the bathrooms.

BICYCLE SAFETY RULES

1. Only 4th, 5th, and 6th grades may ride bicycles to school.
2. If the bicycle does not have a lock or a license, it
   should not be brought to school.
3. Bicycles are not to be ridden on the school grounds during
   school hours.
4. When a rider enters or leaves the school grounds, he/she
   is to walk the bicycle.
5. All bicycles must be parked and locked in the compound,
   never in the building or in the wings or classrooms.
6. Students are not to be near the bicycle area during
   recess periods.

* * *

Building Notes

CAFETERIA RULES

1. Walk to the cafeteria in a quiet and orderly fashion.

2. If you bring your lunch, sit in the first available space. Do not try to find a friend.

3. If you buy lunch, go directly to the end of the cafeteria line and wait quietly to get your tray. No cutting is allowed.

4. If you buy milk, stand in line quietly. No cutting is allowed.

5. Talk softly while eating your lunch.

6. Don't throw food or papers on the floor. Clean up your space when finished and put all papers in the trash.

7. Finish all food before leaving the cafeteria. Do not take food outside.

8. Wait quietly to be dismissed to the playground when finished.

9. In order to go home for lunch, you must have a signed (by the parent) Noon Hour Permission Slip on file in the school office.

* * *

Building Notes

School Calendar - 1982-83

September 9, 1982	First day of Student Attendance
September 27 thru October 1	Back-to-School Week
November 10	End of First Quarter
November 11	Veterans' Day - Holiday
November 12	Admission Day (*in lieu of*) Holiday
November 15 - 19	Conference Days - Minimum Days / Students
November 24	Minimum Day
November 25 & 26	Thanksgiving Days - Holidays
December 17	Minimum Day
December 20 - 31	Winter Recess
January 3, 1983	Student Attendance
January 14	Martin Luther King, Jr. Day - Holiday
January 31	End of Semester
February 7 & 8	Conference Days - Minimum Days / Students
February 11	Lincoln's Birthday - Holiday
February 21	Washington's Birthday - Holiday
March 28 thru April 1	Spring Recess
April 13	End of Third Quarter
April 18 & 19	Conference Days - Minimum Days / Students
April 25 - 29	Public Schools Week
May 30	Memorial Day - Holiday
June 16	Last Day of Student Attendance - Minimum Day Last Day of Teacher Attendance

WHAT WE TEACH

A Brief Course of Study

GRADE

1

Rollingwood School

San Bruno Park School District
San Bruno, California

Board of Trustees

Olive M. Brasel
President

Anthony J. Alioto
Vice President

Raymond A. Schenone
Clerk

William J. Henderson, Jr.
Representative

Joisse M. Brune
Member at Large

* * *

Administrators

Dr. John W. Mehl
Superintendent

Dr. Dirk M. Dunnink
Assistant Superintendent - Business Services

Leonard T. Heid
Assistant Superintendent - Educational Services

Martin Tunick
Program Supervisor - P.L. 94-142/Special Education Master Plan

Superintendent's Message

It is my belief that the strength of our nation is based primarily upon the concept of the inherent dignity of each individual citizen. It is thus the responsibility of the nation's schools to educate its citizenry both fully and well in order to maximize the feeling of self worth of each student. This feeling of self worth is most easily maximized in an individual who feels well prepared academically to deal effectively with his or her responsibilities as a citizen.

A well defined systematic curriculum is one of the key elements necessary to insure the attainment of this goal. The staff of the San Bruno Park School District thus devotes a good deal of time and energy to the development and implementation of an effective, sequential curriculum. This document is designed to provide you, a parent, with an overview of the general curriculum expectations of the grade level in which your child is presently enrolled. We are hopeful that this document will serve to assist each of the partners in the educational process--student, teacher, and parent--to maintain open channels of communication about the child's academic progress throughout the years he is enrolled in the San Bruno Park schools.

Sincerely,

John Mehl

John W. Mehl
Superintendent

Message from the

Coordinating Curriculum Council

After studying the results of the community-wide Educational Needs Assessment, the Coordinating Curriculum Council recommends the following as the four priority needs of the San Bruno Park School District:

1. Written Composition
2. Self-Esteem
3. Math Computation
4. Reading

Written Composition:

Written Composition was identified as the number one priority in the district as a whole. In addressing this need, emphasis should be placed on creativity without loss of grammar and punctuation. A wide variety of written expression, such as, note taking, writing main ideas, outlining, summarizing, letter writing, and filling out forms should be encouraged so that the student can realize how written expression is applied to everyday life. To accomplish this, some form of writing experience should occur in the classroom on a daily basis.

Self-Esteem:

The major priority goal is and should remain fostering the positive self-image and emotional health of the individual. Provisions for guided discussions within the classroom and group counseling should be made available at all levels of the curriculum to strengthen the student's coping skills, interpersonal relationships, and valuing one's self and fostering the attainment of problem solving skills.

...continued next page

Math Computation:

The ultimate goal of the mathematics program is the efficient application of the basic skills in everyday living. This can best be accomplished by teaching students to progress from manipulative skills to abstract reasoning. An awareness of the teacher and parent to the use of current technology is imperative if the student is to be prepared to cope in our rapidly changing society.

Reading:

The goals of reading should develop cognitive, critical, and creative skills. These skills must be developed by emphasizing vocabulary, phonics, comprehension of written and oral language, literature appreciation, and application of critical thinking skills. The theme for our reading program should be to help students *"learn to read", "read to learn", and "read for life"*.

* * *

TO THE PARENT:

The purpose of this handbook is to inform you of the basic grade level requirements for your child.

The Course of Study begins at Kindergarten and follows through the eighth grade, identifying those skills which are expected to be achieved at each level and each subsequent grade level.

This will enable you, as a parent, to understand where your child should be in terms of the district's objectives for their instructional program.

With the parent and teacher working together, these goals can be attained.

Coordinating Curriculum Council

What We Teach

in

FIRST GRADE

READING FRAMEWORK

Kindergarten through Grade Eight

Vocabulary Development:

Goal: To develop abilities to increase the number and range of words that can be understood and used.

Objectives:

1. To develop skills in forming words.
2. To develop skills for identifying word meanings.
3. To develop skills for using regular and irregular patterns for spelling.
4. To understand how new words come into the language and how word meanings change.

Understanding/Comprehension:

Goal: To develop abilities to use reading in the instructional program and in daily living activities.

Objectives:

1. To develop comprehension skills.
2. To develop skills for decoding words and units of meaning.
3. To develop skills for effective reading in different curriculum areas.
4. To develop skills for the use of reading in daily living.

Literature and Other Media:

Goal: To develop abilities to be critical of and derive meaning from reading literature and observing media.

Objectives:

1. To develop awareness of word choice, sound, rhythm, and purpose in written materials and media presentations.
2. To develop skills for making critical analyses of written materials and media presentations.
3. To develop personal satisfaction and meaning from reading and media.

First Grade
Student Learning Behaviors
Reading

* Completes words (beginnings and endings) with given consonants.
* Sight-reads words common to 1st grade reading series.
* Reads basic color words.

* Sequences pictures after a short selection is read to student.
* Recalls the details from short selections he/she reads.
* Masters beginning and ending sounds.
* Masters rhyming words.

* Continues encouragement of use of library resources. (*Appropriate to 1st grade.*)

MATHEMATICS FRAMEWORK

Kindergarten through Grade Eight

Mathematic Skills:

Goal: Develop the abilities to use mathematics for problem solving in theoretical situations and daily living.

Objectives:

1. Develop skills for identifying, analyzing, and solving problems.
2. Develop skills for using calculators, computers, etc.

Computation Skills:

Goal: Develop the abilities to compute with accuracy and efficiency.

Objectives:

1. Count accurately.
2. Use number operations with accuracy and efficiency.
3. Use place value.

Geometry Skills:

Goal: Develop the abilities to use geometric concepts.

Objectives:

1. Recognize geometric figures.
2. Develop skills for measuring geometric figures.

Measurement Skills:

Goal: Develop the abilities to use concepts of measurement.

Objectives:

1. Develop skills for using standard units of measurement.
2. Develop skills for estimating.

Using Concepts of Probability and Statistics:

Goal: Develop the abilities to use concepts of probability and statistics.

Objectives:

1. Guesstimating patterns of numbers in problem solving.
2. Develop skills for graphic representation of mathematical relationships.
3. Develop skills for interpreting data.

First Grade
Student Learning Behaviors
Mathematics

* Identifies money: penny, nickel, dime, quarter.
* Can solve one-step story problems.

* Can read and write numeral to 100.
* Can write and count orally by 10's; to 100; and, by 5's to 100.
* Recognizes plus, minus and equals symbols.
* Adds and subtracts one digit numbers through 10.
* Knows place value: one's and ten's

* Can recognize similarities and differences of geometric shapes.

* Can tell time correctly by the hour.
* Introduced to the metric system: meter and centimeter

* Introduced to bar graphs.

LANGUAGE ARTS FRAMEWORK

Kindergarten through Grade Eight

Listening and Talking Skills:

Goal: Develop abilities to speak, listen and respond to oral language.

Objectives:

1. Hear and respond.
2. Express throughts and feelings.

Writing Skills:

Goal: Develop abilities to write for different purposes.

Objectives:

1. Use different forms in writing stories, poetry, etc.
2. Organize and describe ideas.
3. Handwriting, typing, graphics, etc.
4. Spelling.
5. Editing.

Grammar and Punctuation Skills:

Goal: Develop abilities to use the grammatical structure of the language.

Objectives:

1. Capitalization and punctuation.
2. Use of correct word order.
3. Develop simple to compound sentences.

Study Skills:

Goal: Develop abilities to use study/locational skills.

Objectives:

1. Use library reference system and materials.
2. Take notes and outline to summarize.
3. Use charts, diagrams, graphs, etc.

First Grade

Student Learning Behaviors

Language Arts

* Can follow simple directions.
* Can listen and respond to stories, tapes, records, etc.
* Can express thoughts and feelings through discussions, reading aloud and dramatics, etc.

* Can write a simple sentence.
* Can express himself in a creative writing mode.
* Can use manuscript writing using upper and lower case letters.
* Begins spelling in written work.

* Can use a capital at the beginning of a sentence and for names.
* Can use a period and question mark where appropriate.
* Can use correct word order.

* Develops interest in books and library materials through use of the library.
* Can classify objects.

Social Sciences Framework

Kindergarten through Grade Eight

Knowledge:

Goal: Use data, concepts, and generalizations drawn from the various social sciences to understand how societies develop.

Objectives:

1. How continuity and change affect the lives of individuals and development of societies.
2. To become familiar with the systems which operate in different societies. (*i.e., social/political/economic*)
3. To understand how beliefs, traditions, and behaviors are transmitted in different societies.

Skills:

Goal: Use a variety of problem-solving skills appropriate to social science disciplines.

Objectives:

1. To develop basic skills for gathering and using information.
2. To develop skills for intellectual or critical/creative thinking.
3. To develop skills to understand different viewpoints and feelings.

Values:

Goal: Understand and appreciate different social and personal value systems.

Objectives:

1. To understand differences and similarities of the value systems held by different cultural and social groups in the American society.
2. Evaluate ways in which personal responsibilities are met in a democratic political community.

Social Participation:

Goal: Develop the knowledge and skills necessary to participate with others in social action projects.

Objectives:

1. To participate in social action projects that are of benefit to the community. (*i.e., social/political/economic/environmental*)

First Grade
Student Learning Behaviors
Social Sciences

Setting: People at Home and at School

Focus: *Exploring relationships of people in students' homes and schools, cultures and societies, to develop understandings and appreciations of how roles, ethnic heritages, traditions, the physical environment, as well as the social and economic factors which influence people's daily lives.*

Some suggested topics suitable for Grade One are:

1. Getting from home to school safely.
2. Time and my life: *time for work; time for play; minutes-hours-days of week; months of the year; seasons.*
3. Roles people play in my family and at my school.
4. Relationships of home to school: *space; time; people; rules; responsibilities; learning at home and at school; my rules at home and at school.*
5. Families: *my own and others in the community and in the world.*
6. Meeting needs at home and at school.
7. Cooperation, conflict, and communication at home and in school.
8. People who have made my world better and more beautiful.
9. Who is an American?

Statement of Understanding of Mutual Rights and Responsibilities

Rights of the Student

The student has the right:

1. To expect a well designed curriculum which insures he/she will attain basic skills in reading, writing, and mathematics and achieve in all other areas of the curriculum at a level appropriate to his/her age and grade.
2. To know in advance all standards for study and behavior with which he/she is expected to comply.
3. To study in a classroom free from distraction from other students.
4. To have access to the teacher and school administrator to discuss and resolve any concerns or problems he/she has.

Rights of the Parents

The parents have the right:

1. To know the year's curriculum plan for their child.
2. To know the study and behavior standards to which the child is expected to adhere.
3. To timely access to teachers and administrators for discussion and resolution of any concern related to the instructional program received by the child.
4. To periodic systematic reports of academic progress and ways in which parents can assist to further that progress.

Rights of the Teacher

The teacher has the right:

1. To set reasonable study and behavior standards for the classroom.
2. To remove any student who consistently violates these standards.
3. To conference with parents as needed regarding the progress of their child's instructional program and any study or behavioral problems which appear to be inhibiting that process.
4. To request assistance from parents at home to reinforce basic skills taught in the classroom.

Statement of Understanding of Mutual Rights and Responsibilities

Responsibilities of the Student

The student is responsible:

1. To pay attention in class, completing all class and homework assignments on time.
2. To conduct him/herself in a manner consistent with the school's behavior standards.
3. To respect the rights of other students to a learning environment free from disruption and distractions.

Responsibilities of the Parents

The parents are responsible:

1. To provide a suitable study area in the home for each child and supervise the satisfactory completion of all homework assignments.
2. To communicate on a regular basis with the classroom teacher regarding the child's academic progress, participating actively in all regularly and specially scheduled conferences with the teacher.
3. To assist the district at home with drill exercises in basic skills in areas of reading, writing, and computation as prescribed by the classroom teacher.
4. To review established school rules with the child to insure understanding and compliance.

Responsibilities of the Teacher

The teacher is responsible:

1. To provide a balanced curriculum which insures each child the opportunity to attain basic skills in reading, writing, and mathematics and which insures competence in all other areas of the curriculum at a level appropriate to the student's age and grade.
2. To make the year's curriculum plan available to all parents.
3. To adequately assess the learning needs of all students in major curriculum areas and provide an instructional program which will maximize individual student academic growth.
4. To establish, make known, and enforce uniform behavior and study standards which guarantee each child a conducive learning environment.
5. To communicate with parents on a regularly scheduled basis and additionally as needed to keep parents fully apprised of each child's academic progress and individual needs.

Homework Policy

The Board of Trustees believes homework to be an integral part of each student's educational program. Homework is a reasonable extension of classroom assignments and is to vary according to individual student's grade level, ability and need.

ADMINISTRATIVE REGULATIONS

The objective of homework is to assist and improve a student's learning. Homework is to be reasonable in length, directly related to classroom work, well defined in advance by the teacher, understood by the student, corrected and returned to the student, and non-punitive.

It is the student's responsibility to complete homework. It is the parent's responsibility to support this portion of the educational program by encouragement and involvement with the student.

The types of homework assignments and length should vary according to the student's level:

1. KINDERGARTEN (*Minimal, as needed*)
   Homework is to be minimal and based on teacher judgment of the student's needs.
2. PRIMARY GRADES - 1-3 (*15 to 30 minutes, as needed*)
   a. Homework is to be started as an expectation in the student's educational program.
   b. Homework is assigned at the discretion of the teacher with an emphasis on reading, math and language arts.
3. MIDDLE GRADES - 4-6 (*30 minutes to 1 hour, as needed*)
   a. Homework is to be expected as part of the student's educational program.
   b. Homework emphasis is on reading, math and language arts.
   c. Additional assignments are given which, in the judgment of the teacher, will assist the student to learn and develop initiative and responsibility.
4. INTERMEDIATE GRADES - 7-8 (*1 to 1-1/2 hours, as needed*)
   a. Homework is to be a well established part of the student's educational program.
   b. Homework consists of routine assignments and review and preparation of specific academic and classroom subjects.
   c. Homework provides opportunities for research and further development of initiative and responsibility.

Special Education Notes

The California Master Plan for Special Education and Public Law 94-142 are state and federal laws, respectively, that provide the same basic rights to handicapped children that have been provided to other children for the past fifty year.

Under these state and federal laws, each handicapped child in California will be assessed as to their strengths and weaknesses. If the child's needs, as determined by the assessment, cannot be met by the local district, the child can be referred to a state special school or a private non-sectarian school.

Children may be placed in special education programs only after parental permission has been obtained and a careful assessment procedure has been completed.

The placement process may include:

1. Referral
2. Notification of parents
3. Gathering of school information
4. Assessment and Recommendation for placement

Rights of Parents and Students

Parents and students may participate in developing child's program and approve or veto testing and/or placement in Special Education Program. Additionally, they have the right to appeal decisions on any of the following:

1. Identification
2. Assessment
3. Implementation of program
4. Special Services: denial, placement, transfer, or termination

Procedures for appeal are spelled out in State Law.

Building Notes

ROLLINGWOOD SCHOOL
2500 Cottonwood Drive
San Bruno, CA 94066

Telephone: 589-5900 - Ext. 29-30

SCHOOL IMPROVEMENT PROGRAM

Rollingwood School is one of three schools in the San Bruno Park School District that is involved in the California School Improvement Program. The major goals of the SIP are to develop pupils' competence to their highest potential in:

1. Basic Skills:
   - Mathematics
   - English Language
   - Reading
   - Writing
   - Speaking
   - Listening
2. Knowledge and Abilities in Other Curriculum Areas:
   - Arts and Humanities
   - Sciences
   - Areas of Personal Interest
3. Personal Development:
   - Self-esteem
   - Capability for Independent Judgment
   - Personal and Social Responsibility
4. Social Development:
   - Ability to Work in Groups
   - Attainment of Multicultural Consciousness
   - Citizenship Skills

To achieve these goals, SIP requires a school site effort involving parents, teachers, other school personnel, administrators, pupils, and members of the community.

The purpose of this effort is to assess the effectiveness of the total school program in achieving pupil growth and then to plan, implement, and evaluate activities geared to improving that achievement and growth.

The theory is that when school and community are involved and committed, lasting improvements are more likely to emerge.

Building Notes

School Improvement Program - continued

The School Improvement Program provides funds to helf individual schools achieve their goals. Last year, Rollingwood School received approximately $50,000 to use for improving our educational program. In the past, these funds have been used for the following purposes:

a. employing classroom instructional aides, a media center aide, and a physical education specialist;
b. to purchase supplementary instructional materials in all subject areas;
c. to provide books and audio-visual equipment for our media center;
d. to enable students to take educational field trips;
e. parent and teacher training workshops and seminars;
f. bringing various art and humanity presentations to the school;
g. multicultural activities;
h. purchase a microcomputer and software;
i. and, other educational improvements that the District cannot provide.

Participation in the School Improvement Program is a time consuming commitment which requires specific educational preparation, planning, and cooperation between staff and parents.

We feel that this is an extremely valuable program and that our students gain significantly by being part of this program.

* * *

Building Notes

RULES FOR STUDENTS

1. Do not arrive at school before 8:15 a.m.
2. Go directly to the front of the school upon arrival; wait for the bell before entering the playgound.
3. Buy your lunch ticket from the cafeteria before school.
4. When the bell rings, walk directly to class and line up.
5. If you are late to school, always check in at the office before going to class.
6. Wear appropriate clothing to school:
   no shorts; halter tops; boots with black rubber soles or steel toes; clothing with offensive writing or illustrations
7. Do not leave the classroom or the playground without a pass or permission from the teacher.
8. Walk at all times on the school grounds, in the corridors, and on the sidewalks.
9. Put your name on all coats, jackets, sweaters, lunch pails, and sack lunches.
10. No candy, gum, or sunflower seeds should be brought to school.
11. Radios, tape recorders, skateboards and other such items should not be brought to school.
12. You cannot use the telephone unless you have permission from your teacher.
13. Students will show respect for their classmates and teachers, using proper language and good behavior at all times.
14. Upon dismissal, go directly home. Do not play in the corridors or on the playground. Wait for your friends in front of the school, not outside the classroom.
15. Use the Safety Patrol to cross the streets at all times.

* * *

Building Notes

PLAYGROUND RULES

1. Play only in your assigned area.
   Stay away from the building at all times.
2. Use all the play equipment safely and properly.
3. Do not lock any games - let everyone play.
4. Wait your turn for the equipment or in games -
   no pushing or shoving.
5. Tumbling, stunts, tackling, etc., is not allowed.
6. Do not throw tanbark, rocks, sticks, or any other objects.
7. You must have permission from the teacher to retrieve
   balls from over the fence.
8. Use jump ropes only for jumping and do not kick red
   rubber balls.
9. You must have permission from your teacher to bring bats,
   hard balls, or other dangerous equipment to school.
10. No running or playing in the bathrooms.

BICYCLE SAFETY RULES

1. Only 4th, 5th, and 6th grades may ride bicycles to school.
2. If the bicycle does not have a lock or a license, it
   should not be brought to school.
3. Bicycles are not to be ridden on the school grounds during
   school hours.
4. When a rider enters or leaves the school grounds, he/she
   is to walk the bicycle.
5. All bicycles must be parked and locked in the compound,
   never in the building or in the wings or classrooms.
6. Students are not to be near the bicycle area during
   recess periods.

* * *

Building Notes

CAFETERIA RULES

1. Walk to the cafeteria in a quiet and orderly fashion.

2. If you bring your lunch, sit in the first available space. Do not try to find a friend.

3. If you buy lunch, go directly to the end of the cafeteria line and wait quietly to get your tray. No cutting is allowed.

4. If you buy milk, stand in line quietly. No cutting is allowed.

5. Talk softly while eating your lunch.

6. Don't throw food or papers on the floor. Clean up your space when finished and put all papers in the trash.

7. Finish all food before leaving the cafeteria. Do not take food outside.

8. Wait quietly to be dismissed to the playground when finished.

9. In order to go home for lunch, you must have a signed (by the parent) Noon Hour Permission Slip on file in the school office.

* * *

Building Notes

School Calendar - 1982-83

September 9, 1982	First day of Student Attendance
September 27 thru October 1	Back-to-School Week
November 10	End of First Quarter
November 11	Veterans' Day - Holiday
November 12	Admission Day (*in lieu of*) Holiday
November 15 - 19	Conference Days - Minimum Days / Students
November 24	Minimum Day
November 25 & 26	Thanksgiving Days - Holidays
December 17	Minimum Day
December 20 - 31	Winter Recess
January 3, 1983	Student Attendance
January 14	Martin Luther King, Jr. Day - Holiday
January 31	End of Semester
February 7 & 8	Conference Days - Minimum Days / Students
February 11	Lincoln's Birthday - Holiday
February 21	Washington's Birthday - Holiday
March 28 thru April 1	Spring Recess
April 13	End of Third Quarter
April 18 & 19	Conference Days - Minimum Days / Students
April 25 - 29	Public Schools Week
May 30	Memorial Day - Holiday
June 16	Last Day of Student Attendance - Minimum Day Last Day of Teacher Attendance

WHAT WE TEACH

A Brief Course of Study

GRADE

2

Rollingwood School

San Bruno Park School District
San Bruno, California

Board of Trustees

Olive M. Brasel
President

Anthony J. Alioto
Vice President

Raymond A. Schenone
Clerk

William J. Henderson, Jr.
Representative

Joisse M. Brune
Member at Large

* * *

Administrators

Dr. John W. Mehl
Superintendent

Dr. Dirk M. Dunnink
Assistant Superintendent - Business Services

Leonard T. Heid
Assistant Superintendent - Educational Services

Martin Tunick
Program Supervisor - P.L. 94-142/Special Education Master Plan

Superintendent's Message

It is my belief that the strength of our nation is based primarily upon the concept of the inherent dignity of each individual citizen. It is thus the responsibility of the nation's schools to educate its citizenry both fully and well in order to maximize the feeling of self worth of each student. This feeling of self worth is most easily maximized in an individual who feels well prepared academically to deal effectively with his or her responsibilities as a citizen.

A well defined systematic curriculum is one of the key elements necessary to insure the attainment of this goal. The staff of the San Bruno Park School District thus devotes a good deal of time and energy to the development and implementation of an effective, sequential curriculum. This document is designed to provide you, a parent, with an overview of the general curriculum expectations of the grade level in which your child is presently enrolled. We are hopeful that this document will serve to assist each of the partners in the educational process--student, teacher, and parent--to maintain open channels of communication about the child's academic progress throughout the years he is enrolled in the San Bruno Park schools.

Sincerely,

John Mehl

John W. Mehl
Superintendent

Message from the
Coordinating Curriculum Council

After studying the results of the community-wide Educational Needs Assessment, the Coordinating Curriculum Council recommends the following as the four priority needs of the San Bruno Park School District:

1. Written Composition
2. Self-Esteem
3. Math Computation
4. Reading

Written Composition:

Written Composition was identified as the number one priority in the district as a whole. In addressing this need, emphasis should be placed on creativity without loss of grammar and punctuation. A wide variety of written expression, such as, note taking, writing main ideas, outlining, summarizing, letter writing, and filling out forms should be encouraged so that the student can realize how written expression is applied to everyday life. To accomplish this, some form of writing experience should occur in the classroom on a daily basis.

Self-Esteem:

The major priority goal is and should remain fostering the positive self-image and emotional health of the individual. Provisions for guided discussions within the classroom and group counseling should be made available at all levels of the curriculum to strengthen the student's coping skills, interpersonal relationships, and valuing one's self and fostering the attainment of problem solving skills.

...continued next page

Math Computation:

The ultimate goal of the mathematics program is the efficient application of the basic skills in everyday living. This can best be accomplished by teaching students to progress from manipulative skills to abstract reasoning. An awareness of the teacher and parent to the use of current technology is imperative if the student is to be prepared to cope in our rapidly changing society.

Reading:

The goals of reading should develop cognitive, critical, and creative skills. These skills must be developed by emphasizing vocabulary, phonics, comprehension of written and oral language, literature appreciation, and application of critical thinking skills. The theme for our reading program should be to help students *"learn to read", "read to learn", and "read for life".*

* * *

TO THE PARENT:

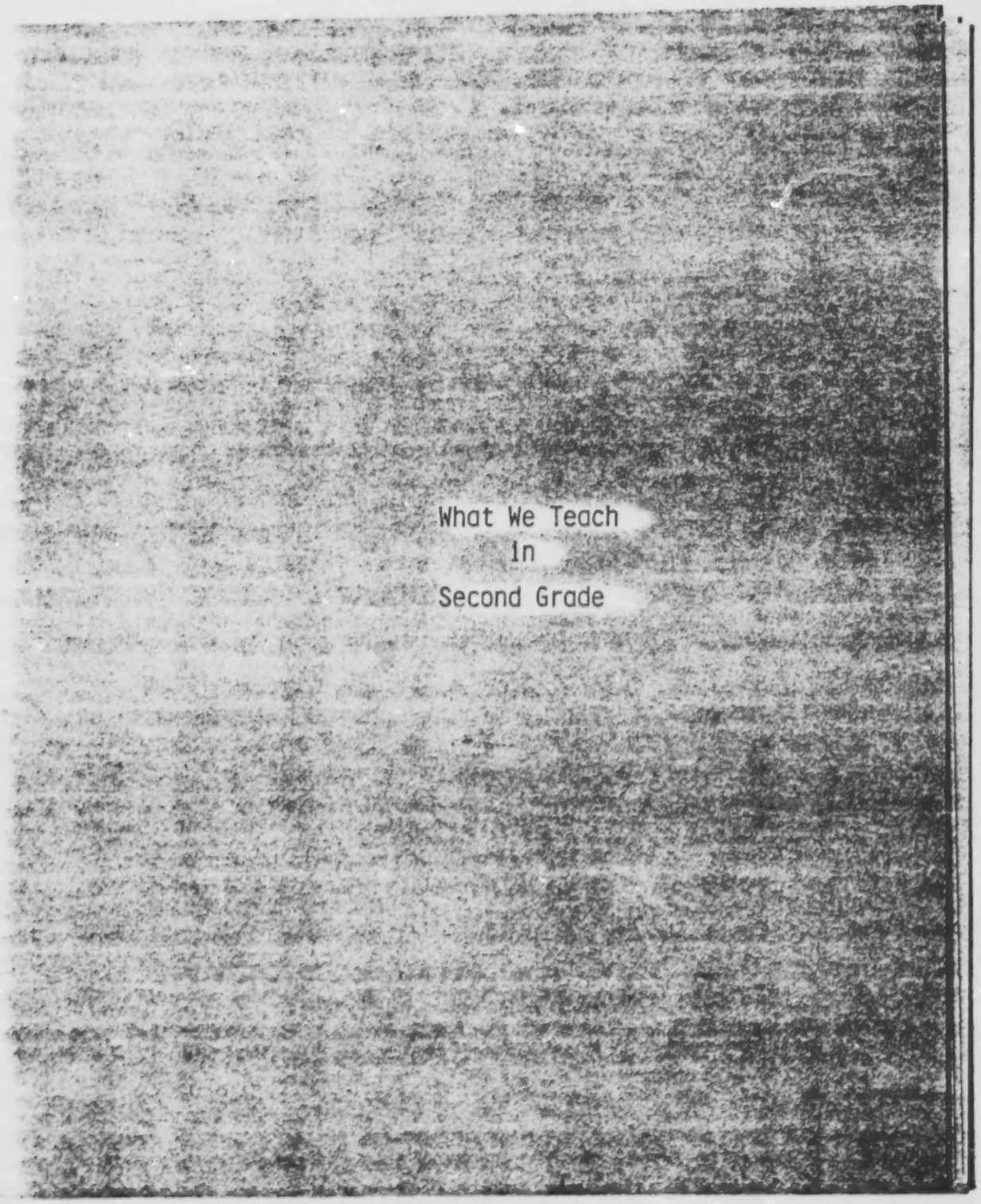
The purpose of this handbook is to inform you of the basic grade level requirements for your child.

The Course of Study begins at Kindergarten and follows through the eighth grade, identifying those skills which are expected to be achieved at each level and each subsequent grade level.

This will enable you, as a parent, to understand where your child should be in terms of the district's objectives for their instructional program.

With the parent and teacher working together, these goals can be attained.

Coordinating Curriculum Council


What We Teach
In
Second Grade

READING FRAMEWORK

Kindergarten through Grade Eight

Vocabulary Development:

Goal: To develop abilities to increase the number and range of words that can be understood and used.

Objectives:

1. To develop skills in forming words.
2. To develop skills for identifying word meanings.
3. To develop skills for using regular and irregular patterns for spelling.
4. To understand how new words come into the language and how word meanings change.

Understanding/Comprehension:

Goal: To develop abilities to use reading in the instructional program and in daily living activities.

Objectives:

1. To develop comprehension skills.
2. To develop skills for decoding words and units of meaning.
3. To develop skills for effective reading in different curriculum areas.
4. To develop skills for the use of reading in daily living.

Literature and Other Media:

Goal: To develop abilities to be critical of and derive meaning from reading literature and observing media.

Objectives:

1. To develop awareness of word choice, sound, rhythm, and purpose in written materials and media presentations.
2. To develop skills for making critical analyses of written materials and media presentations.
3. To develop personal satisfaction and meaning from reading and media.

Second Grade
Student Learning Behaviors
Reading

* Recognizes plural forms of words.
* Recognizes contractions from derived words.
* Forms compound words.
* Alphabetizes words to the second letter.

* Masters short and long vowel sounds.
* Masters two and three blend sounds.
* Follows simple written directions.
* Sequences events as they happen in a short selection.
* Recalls details in a simple story.
* Recognizes main idea.

* Continues encouragement of use of library resources. (*Appropriate to 2nd grade.*)

MATHEMATICS FRAMEWORK

Kindergarten through Grade Eight

Mathematic Skills:

Goal: Develop the abilities to use mathematics for problem solving in theoretical situations and daily living.

Objectives:

1. Develop skills for identifying, analyzing, and solving problems.
2. Develop skills for using calculators, computers, etc.

Computation Skills:

Goal: Develop the abilities to compute with accuracy and efficiency.

Objectives:

1. Count accurately.
2. Use number operations with accuracy and efficiency.
3. Use place value.

Geometry Skills:

Goal: Develop the abilities to use geometric concepts.

Objectives:

1. Recognize geometric figures.
2. Develop skills for measuring geometric figures.

Measurement Skills:

Goal: Develop the abilities to use concepts of measurement.

Objectives:

1. Develop skills for using standard units of measurement.
2. Develop skills for estimating.

Using Concepts of Probability and Statistics:

Goal: Develop the abilities to use concepts of probability and statistics.

Objectives:

1. Guesstimating patterns of numbers in problem solving.
2. Develop skills for graphic representation of mathematical relationships.
3. Develop skills for interpreting data.

Second Grade
Student Learning Behaviors
Mathematics

* Can use ordinal numerals first through tenth.
* Can solve one-step story problems.

* Can count and write to 200; by 5's; 10's; and, to 100 by 2's.
* Can use place value through 100's.
* Can add two and three place numbers with no regrouping.
* Can subtract two and three place numbers with no regrouping.
* Can demonstrate mastery of the addition and subtraction fact to 18.

* Can recognize parts of a whole; 1/2; 1/3; and 1/4.
* Knows the value of a quarter and half-dollar.
* Can recognize open and closed figures.
* Can recognize sides and angles of geometric figures.

* Can measure to the inch; recognize an inch, a foot and a yard.
* Knows liquid and dry measurement, cup, pint, and quart.
* Tells time to the half hour.

LANGUAGE ARTS FRAMEWORK

Kindergarten through Grade Eight

Listening and Talking Skills:

Goal: Develop abilities to speak, listen and respond to oral language.

Objectives:

1. Hear and respond.
2. Express throughts and feelings.

Writing Skills:

Goal: Develop abilities to write for different purposes.

Objectives:

1. Use different forms in writing stories, poetry, etc.
2. Organize and describe ideas.
3. Handwriting, typing, graphics, etc.
4. Spelling.
5. Editing.

Grammar and Punctuation Skills:

Goal: Develop abilities to use the grammatical structure of the language.

Objectives:

1. Capitalization and punctuation.
2. Use of correct word order.
3. Develop simple to compound sentences.

Study Skills:

Goal: Develop abilities to use study/locational skills.

Objectives:

1. Use library reference system and materials.
2. Take notes and outline to summarize.
3. Use charts, diagrams, graphs, etc.

Second Grade
Student Learning Behaviors
Language Arts

* Can listen carefully and follow directions.
* Can listen and respond to stories, tapes, records, etc.
* Can make up and act out stories.
* Can express feelings through dramatics, discussions, and movement.

* Can compose stories, letters, poems, riddles, and instructions using complete sentences.
* Can write a personal letter and address an envelope.
* Can use manuscript with fluency and legibility.
* Can use sound/letter relationships in spelling commonly used words.

* Can use the rules of capitalization and punctuation appropriate to the 2nd grade.
* Can recognize that word order can affect the meaning of the sentence.
* Can compose several sequential sentences.
* Can form the plural forms of nouns; the regular past tense of a verb; and forming irregular past tense of verbs.

* Can alphabetize, classify and begin to use a simple dictionary.

Social Sciences Framework

Kindergarten through Grade Eight

Knowledge:

Goal: Use data, concepts, and generalizations drawn from the various social sciences to understand how societies develop.

Objectives:

1. How continuity and change affect the lives of individuals and development of societies.
2. To become familiar with the systems which operate in different societies. (*i.e., social/political/economic*)
3. To understand how beliefs, traditions, and behaviors are transmitted in different societies.

Skills:

Goal: Use a variety of problem-solving skills appropriate to social science disciplines.

Objectives:

1. To develop basic skills for gathering and using information.
2. To develop skills for intellectual or critical/creative thinking.
3. To develop skills to understand different viewpoints and feelings.

Values:

Goal: Understand and appreciate different social and personal value systems.

Objectives:

1. To understand differences and similarities of the value systems held by different cultural and social groups in the American society.
2. Evaluate ways in which personal responsibilities are met in a democratic political community.

Social Participation:

Goal: Develop the knowledge and skills necessary to participate with others in social action projects.

Objectives:

1. To participate in social action projects that are of benefit to the community. (*i.e., social/political/economic/environmental*)

Second Grade
Student Learning Behaviors
Social Sciences

Setting: People as Members of a Group

Focus: *Exploring relationships of people in and among groups, provides opportunities for students to further understand and appreciate themselves as social beings.*

Some suggested topics suitable for Grade Two are:

1. Groups to which I belong.
2. American ethnic groups; their role and contribution.
3. People and the groups they join/form.
4. Roles within groups: *leaders; followers; innovators; isolators.*
5. How groups use resources.
6. Rules, responsibilities, and group norms.
7. Communication, problem solving, and decision making in groups.
8. Cooperation and conflict within/between groups.
9. How and why groups change with time.
10. How art, music and dance influence and enrich group life.
11. People who have contributed to the group to which I belong.

Statement of Understanding of Mutual Rights and Responsibilities

Rights of the Student

The student has the right:

1. To expect a well designed curriculum which insures he/she will attain basic skills in reading, writing, and mathematics and achieve in all other areas of the curriculum at a level appropriate to his/her age and grade.
2. To know in advance all standards for study and behavior with which he/she is expected to comply.
3. To study in a classroom free from distraction from other students.
4. To have access to the teacher and school administrator to discuss and resolve any concerns or problems he/she has.

Rights of the Parents

The parents have the right:

1. To know the year's curriculum plan for their child.
2. To know the study and behavior standards to which the child is expected to adhere.
3. To timely access to teachers and administrators for discussion and resolution of any concern related to the instructional program received by the child.
4. To periodic systematic reports of academic progress and ways in which parents can assist to further that progress.

Rights of the Teacher

The teacher has the right:

1. To set reasonable study and behavior standards for the classroom.
2. To remove any student who consistently violates these standards.
3. To conference with parents as needed regarding the progress of their child's instructional program and any study or behavioral problems which appear to be inhibiting that process.
4. To request assistance from parents at home to reinforce basic skills taught in the classroom.

Statement of Understanding of Mutual Rights and Responsibilities

Responsibilities of the Student

The student is responsible:

1. To pay attention in class, completing all class and homework assignments on time.
2. To conduct him/herself in a manner consistent with the school's behavior standards.
3. To respect the rights of other students to a learning environment free from disruption and distractions.

Responsibilities of the Parents

The parents are responsible:

1. To provide a suitable study area in the home for each child and supervise the satisfactory completion of all homework assignments.
2. To communicate on a regular basis with the classroom teacher regarding the child's academic progress, participating actively in all regularly and specially scheduled conferences with the teacher.
3. To assist the district at home with drill exercises in basic skills in areas of reading, writing, and computation as prescribed by the classroom teacher.
4. To review established school rules with the child to insure understanding and compliance.

Responsibilities of the Teacher

The teacher is responsible:

1. To provide a balanced curriculum which insures each child the opportunity to attain basic skills in reading, writing, and mathematics and which insures competence in all other areas of the curriculum at a level appropriate to the student's age and grade.
2. To make the year's curriculum plan available to all parents.
3. To adequately assess the learning needs of all students in major curriculum areas and provide an instructional program which will maximize individual student academic growth.
4. To establish, make known, and enforce uniform behavior and study standards which guarantee each child a conducive learning environment.
5. To communicate with parents on a regularly scheduled basis and additionally as needed to keep parents fully apprised of each child's academic progress and individual needs.

Homework Policy

The Board of Trustees believes homework to be an integral part of each student's educational program. Homework is a reasonable extension of classroom assignments and is to vary according to individual student's grade level, ability and need.

ADMINISTRATIVE REGULATIONS

The objective of homework is to assist and improve a student's learning. Homework is to be reasonable in length, directly related to classroom work, well defined in advance by the teacher, understood by the student, corrected and returned to the student, and non-punitive.

It is the student's responsibility to complete homework. It is the parent's responsibility to support this portion of the educational program by encouragement and involvement with the student.

The types of homework assignments and length should vary according to the student's level:

1. KINDERGARTEN (*Minimal, as needed*)
   Homework is to be minimal and based on teacher judgment of the student's needs.
2. PRIMARY GRADES - 1-3 (*15 to 30 minutes, as needed*)
   a. Homework is to be started as an expectation in the student's educational program.
   b. Homework is assigned at the discretion of the teacher with an emphasis on reading, math and language arts.
3. MIDDLE GRADES - 4-6 (*30 minutes to 1 hour, as needed*)
   a. Homework is to be expected as part of the student's educational program.
   b. Homework emphasis is on reading, math and language arts.
   c. Additional assignments are given which, in the judgment of the teacher, will assist the student to learn and develop initiative and responsibility.
4. INTERMEDIATE GRADES - 7-8 (*1 to 1-1/2 hours, as needed*)
   a. Homework is to be a well established part of the student's educational program.
   b. Homework consists of routine assignments and review and preparation of specific academic and classroom subjects.
   c. Homework provides opportunities for research and further development of initiative and responsibility.

Special Education Notes

The California Master Plan for Special Education and Public Law 94-142 are state and federal laws, respectively, that provide the same basic rights to handicapped children that have been provided to other children for the past fifty year.

Under these state and federal laws, each handicapped child in California will be assessed as to their strengths and weaknesses. If the child's needs, as determined by the assessment, cannot be met by the local district, the child can be referred to a state special school or a private non-sectarian school.

Children may be placed in special education programs only after parental permission has been obtained and a careful assessment procedure has been completed.

The placement process may include:

1. Referral
2. Notification of parents
3. Gathering of school information
4. Assessment and Recommendation for placement

Rights of Parents and Students

Parents and students may participate in developing child's program and approve or veto testing and/or placement in Special Education Program. Additionally, they have the right to appeal decisions on any of the following:

1. Identification
2. Assessment
3. Implementation of program
4. Special Services: denial, placement, transfer, or termination

Procedures for appeal are spelled out in State Law.

Building Notes

ROLLINGWOOD SCHOOL
2500 Cottonwood Drive
San Bruno, CA 94066

Telephone: 589-5900 - Ext. 29-30

SCHOOL IMPROVEMENT PROGRAM

Rollingwood School is one of three schools in the San Bruno Park School District that is involved in the California School Improvement Program. The major goals of the SIP are to develop pupils' competence to their highest potential in:

1. Basic Skills:
   - Mathematics
   - English Language
   - Reading
   - Writing
   - Speaking
   - Listening
2. Knowledge and Abilities in Other Curriculum Areas:
   - Arts and Humanities
   - Sciences
   - Areas of Personal Interest
3. Personal Development:
   - Self-esteem
   - Capability for Independent Judgment
   - Personal and Social Responsibility
4. Social Development:
   - Ability to Work in Groups
   - Attainment of Multicultural Consciousness
   - Citizenship Skills

To achieve these goals, SIP requires a school site effort involving parents, teachers, other school personnel, administrators, pupils, and members of the community.

The purpose of this effort is to assess the effectiveness of the total school program in achieving pupil growth and then to plan, implement, and evaluate activities geared to improving that achievement and growth.

The theory is that when school and community are involved and committed, lasting improvements are more likely to emerge.

Building Notes

School Improvement Program - continued

The School Improvement Program provides funds to help individual schools achieve their goals. Last year, Rollingwood School received approximately $50,000 to use for improving our educational program. In the past, these funds have been used for the following purposes:

a. employing classroom instructional aides, a media center aide, and a physical education specialist;
b. to purchase supplementary instructional materials in all subject areas;
c. to provide books and audio-visual equipment for our media center;
d. to enable students to take educational field trips;
e. parent and teacher training workshops and seminars;
f. bringing various art and humanity presentations to the school;
g. multicultural activities;
h. purchase a microcomputer and software;
i. and, other educational improvements that the District cannot provide.

Participation in the School Improvement Program is a time consuming commitment which requires specific educational preparation, planning, and cooperation between staff and parents.

We feel that this is an extremely valuable program and that our students gain significantly by being part of this program.

* * *

Building Notes

RULES FOR STUDENTS

1. Do not arrive at school before 8:15 a.m.
2. Go directly to the front of the school upon arrival; wait for the bell before entering the playgound.
3. Buy your lunch ticket from the cafeteria before school.
4. When the bell rings, walk directly to class and line up.
5. If you are late to school, always check in at the office before going to class.
6. Wear appropriate clothing to school:
   no shorts; halter tops; boots with black rubber soles or steel toes; clothing with offensive writing or illustrations
7. Do not leave the classroom or the playground without a pass or permission from the teacher.
8. Walk at all times on the school grounds, in the corridors, and on the sidewalks.
9. Put your name on all coats, jackets, sweaters, lunch pails, and sack lunches.
10. No candy, gum, or sunflower seeds should be brought to school.
11. Radios, tape recorders, skateboards and other such items should not be brought to school.
12. You cannot use the telephone unless you have permission from your teacher.
13. Students will show respect for their classmates and teachers, using proper language and good behavior at all times.
14. Upon dismissal, go directly home. Do not play in the corridors or on the playground. Wait for your friends in front of the school, not outside the classroom.
15. Use the Safety Patrol to cross the streets at all times.

* * *

Building Notes

PLAYGROUND RULES

1. Play only in your assigned area.
   Stay away from the building at all times.
2. Use all the play equipment safely and properly.
3. Do not lock any games - let everyone play.
4. Wait your turn for the equipment or in games -
   no pushing or shoving.
5. Tumbling, stunts, tackling, etc., is not allowed.
6. Do not throw tanbark, rocks, sticks, or any other objects.
7. You must have permission from the teacher to retrieve
   balls from over the fence.
8. Use jump ropes only for jumping and do not kick red
   rubber balls.
9. You must have permission from your teacher to bring bats,
   hard balls, or other dangerous equipment to school.
10. No running or playing in the bathrooms.

BICYCLE SAFETY RULES

1. Only 4th, 5th, and 6th grades may ride bicycles to school.
2. If the bicycle does not have a lock or a license, it
   should not be brought to school.
3. Bicycles are not to be ridden on the school grounds during
   school hours.
4. When a rider enters or leaves the school grounds, he/she
   is to walk the bicycle.
5. All bicycles must be parked and locked in the compound,
   never in the building or in the wings or classrooms.
6. Students are not to be near the bicycle area during
   recess periods.

* * *

Building Notes

CAFETERIA RULES

1. Walk to the cafeteria in a quiet and orderly fashion.

2. If you bring your lunch, sit in the first available space. Do not try to find a friend.

3. If you buy lunch, go directly to the end of the cafeteria line and wait quietly to get your tray. No cutting is allowed.

4. If you buy milk, stand in line quietly. No cutting is allowed.

5. Talk softly while eating your lunch.

6. Don't throw food or papers on the floor. Clean up your space when finished and put all papers in the trash.

7. Finish all food before leaving the cafeteria. Do not take food outside.

8. Wait quietly to be dismissed to the playground when finished.

9. In order to go home for lunch, you must have a signed (by the parent) Noon Hour Permission Slip on file in the school office.

* * *

Building Notes

School Calendar - 1982-83

September 9, 1982	First day of Student Attendance
September 27 thru October 1	Back-to-School Week
November 10	End of First Quarter
November 11	Veterans' Day - Holiday
November 12	Admission Day (*in lieu of*) Holiday
November 15 - 19	Conference Days - Minimum Days / Students
November 24	Minimum Day
November 25 & 26	Thanksgiving Days - Holidays
December 17	Minimum Day
December 20 - 31	Winter Recess
January 3, 1983	Student Attendance
January 14	Martin Luther King, Jr. Day - Holiday
January 31	End of Semester
February 7 & 8	Conference Days - Minimum Days / Students
February 11	Lincoln's Birthday - Holiday
February 21	Washington's Birthday - Holiday
March 28 thru April 1	Spring Recess
April 13	End of Third Quarter
April 18 & 19	Conference Days - Minimum Days / Students
April 25 - 29	Public Schools Week
May 30	Memorial Day - Holiday
June 16	Last Day of Student Attendance - Minimum Day Last Day of Teacher Attendance

WHAT WE TEACH

A Brief Course of Study

GRADE

3

Rollingwood School

San Bruno Park School District
San Bruno, California

Board of Trustees

Olive M. Brasel
President

Anthony J. Alioto
Vice President

Raymond A. Schenone
Clerk

William J. Henderson, Jr.
Representative

Joisse M. Brune
Member at Large

* * *

Administrators

Dr. John W. Mehl
Superintendent

Dr. Dirk M. Dunnink
Assistant Superintendent - Business Services

Leonard T. Heid
Assistant Superintendent - Educational Services

Martin Tunick
Program Supervisor - P.L. 94-142/Special Education Master Plan

Superintendent's Message

It is my belief that the strength of our nation is based primarily upon the concept of the inherent dignity of each individual citizen. It is thus the responsibility of the nation's schools to educate its citizenry both fully and well in order to maximize the feeling of self worth of each student. This feeling of self worth is most easily maximized in an individual who feels well prepared academically to deal effectively with his or her responsibilities as a citizen.

A well defined systematic curriculum is one of the key elements necessary to insure the attainment of this goal. The staff of the San Bruno Park School District thus devotes a good deal of time and energy to the development and implementation of an effective, sequential curriculum. This document is designed to provide you, a parent, with an overview of the general curriculum expectations of the grade level in which your child is presently enrolled. We are hopeful that this document will serve to assist each of the partners in the educational process--student, teacher, and parent--to maintain open channels of communication about the child's academic progress throughout the years he is enrolled in the San Bruno Park schools.

Sincerely,

John Mehl

John W. Mehl
Superintendent

Message from the
Coordinating Curriculum Council

After studying the results of the community-wide Educational Needs Assessment, the Coordinating Curriculum Council recommends the following as the four priority needs of the San Bruno Park School District:

1. Written Composition
2. Self-Esteem
3. Math Computation
4. Reading

Written Composition:

Written Composition was identified as the number one priority in the district as a whole. In addressing this need, emphasis should be placed on creativity without loss of grammar and punctuation. A wide variety of written expression, such as, note taking, writing main ideas, outlining, summarizing, letter writing, and filling out forms should be encouraged so that the student can realize how written expression is applied to everyday life. To accomplish this, some form of writing experience should occur in the classroom on a daily basis.

Self-Esteem:

The major priority goal is and should remain fostering the positive self-image and emotional health of the individual. Provisions for guided discussions within the classroom and group counseling should be made available at all levels of the curriculum to strengthen the student's coping skills, interpersonal relationships, and valuing one's self and fostering the attainment of problem solving skills.

...continued next page

Math Computation:

The ultimate goal of the mathematics program is the efficient application of the basic skills in everyday living. This can best be accomplished by teaching students to progress from manipulative skills to abstract reasoning. An awareness of the teacher and parent to the use of current technology is imperative if the student is to be prepared to cope in our rapidly changing society.

Reading:

The goals of reading should develop cognitive, critical, and creative skills. These skills must be developed by emphasizing vocabulary, phonics, comprehension of written and oral language, literature appreciation, and application of critical thinking skills. The theme for our reading program should be to help students *"learn to read", "read to learn", and "read for life".*

* * *

TO THE PARENT:

The purpose of this handbook is to inform you of the basic grade level requirements for your child.

The Course of Study begins at Kindergarten and follows through the eighth grade, identifying those skills which are expected to be achieved at each level and each subsequent grade level.

This will enable you, as a parent, to understand where your child should be in terms of the district's objectives for their instructional program.

With the parent and teacher working together, these goals can be attained.

Coordinating Curriculum Council

What We Teach

in

THIRD GRADE

READING FRAMEWORK

Kindergarten through Grade Eight

Vocabulary Development:

Goal: To develop abilities to increase the number and range of words that can be understood and used.

Objectives:

1. To develop skills in forming words.
2. To develop skills for identifying word meanings.
3. To develop skills for using regular and irregular patterns for spelling.
4. To understand how new words come into the language and how word meanings change.

Understanding/Comprehension:

Goal: To develop abilities to use reading in the instructional program and in daily living activities.

Objectives:

1. To develop comprehension skills.
2. To develop skills for decoding words and units of meaning.
3. To develop skills for effective reading in different curriculum areas.
4. To develop skills for the use of reading in daily living.

Literature and Other Media:

Goal: To develop abilities to be critical of and derive meaning from reading literature and observing media.

Objectives:

1. To develop awareness of word choice, sound, rhythm, and purpose in written materials and media presentations.
2. To develop skills for making critical analyses of written materials and media presentations.
3. To develop personal satisfaction and meaning from reading and media.

Third Grade
Student Learning Behaviors
Reading

* Recognizes different spellings of the same vowel sounds.
* Identifies and uses prefixes and suffixes.
* Identifies root words.
* Divides two-syllable words.
* Recognizes and uses synonyms, antonyms, and homonyms.
* Sight-reads 50 selected words from Dolch 220 list.

* Follows simple, written directions.
* Selects main idea of a written paragraph.
* Sequences events as they happened in a story.
* Reads for details.

* Continues encouragement of use of library resources.
  (Appropriate to 3rd grade.)

MATHEMATICS FRAMEWORK

Kindergarten through Grade Eight

Mathematic Skills:

Goal: Develop the abilities to use mathematics for problem solving in theoretical situations and daily living.

Objectives:

1. Develop skills for identifying, analyzing, and solving problems.
2. Develop skills for using calculators, computers, etc.

Computation Skills:

Goal: Develop the abilities to compute with accuracy and efficiency.

Objectives:

1. Count accurately.
2. Use number operations with accuracy and efficiency.
3. Use place value.

Geometry Skills:

Goal: Develop the abilities to use geometric concepts.

Objectives:

1. Recognize geometric figures.
2. Develop skills for measuring geometric figures.

Measurement Skills:

Goal: Develop the abilities to use concepts of measurement.

Objectives:

1. Develop skills for using standard units of measurement.
2. Develop skills for estimating.

Using Concepts of Probability and Statistics:

Goal: Develop the abilities to use concepts of probability and statistics.

Objectives:

1. Guesstimating patterns of numbers in problem solving.
2. Develop skills for graphic representation of mathematical relationships.
3. Develop skills for interpreting data.

Third Grade
Student Learning Behaviors
Mathematics

* Can use ordinal numerals greater than the tenth.
* Can read and write Roman numerals: I - V - X
* Can solve two-step story problems.

* Can count beyond 1,000 and recognize sequential numerals greater than 1,000.
* Can add (column addition) with regrouping to 100's place.
* Can subtract without regrouping using 3-place or more numbers.
* Can subtract with regrouping in the 10's and 100's place.
* Knows the multiplication facts up to 10 times 10.
* Is introduced to division as an arithmetic operation.
* Recognizes common fractions: 3/4 - 2/3

* Can demonstrate the geometric concepts of lines; line segments; area; etc.

* Can tell time to the quarter hour; five minute; and 1 minute.
* Knows gallons, liters and grams.

* Can read line graphs.

LANGUAGE ARTS FRAMEWORK

Kindergarten through Grade Eight

Listening and Talking Skills:

Goal: Develop abilities to speak, listen and respond to oral language.

Objectives:

1. Hear and respond.
2. Express throughts and feelings.

Writing Skills:

Goal: Develop abilities to write for different purposes.

Objectives:

1. Use different forms in writing stories, poetry, etc.
2. Organize and describe ideas.
3. Handwriting, typing, graphics, etc.
4. Spelling.
5. Editing.

Grammar and Punctuation Skills:

Goal: Develop abilities to use the grammatical structure of the language.

Objectives:

1. Capitalization and punctuation.
2. Use of correct word order.
3. Develop simple to compound sentences.

Study Skills:

Goal: Develop abilities to use study/locational skills.

Objectives:

1. Use library reference system and materials.
2. Take notes and outline to summarize.
3. Use charts, diagrams, graphs, etc.

Third Grade
Student Learning Behaviors
Language Arts

* Can listen to and interpret oral directions.
* Can listen to gain information from stories, tapes, records, etc.
* Can speak clearly using appropriate tone of voice; participating in class discussions; develop stories and plays and sequence events logically.

* Develops details and descriptions through creative writing.
* Can write a coherent paragraph.
* Begins to master cursive writing.
* Can master the spelling skills appropriate to 3rd grade.
* Can proofread for spelling and punctuation.

* Can use capitalization and punctuation appropriate for 3rd grade.
* Can use nouns, pronouns, verbs, adjectives, and adverbs for good sentence structure.

* Can use the dictionary and use library resources.

Social Sciences Framework

Kindergarten through Grade Eight

Knowledge:

Goal: Use data, concepts, and generalizations drawn from the various social sciences to understand how societies develop.

Objectives:

1. How continuity and change affect the lives of individuals and development of societies.
2. To become familiar with the systems which operate in different societies. (*i.e., social/political/economic*)
3. To understand how beliefs, traditions, and behaviors are transmitted in different societies.

Skills:

Goal: Use a variety of problem-solving skills appropriate to social science disciplines.

Objectives:

1. To develop basic skills for gathering and using information.
2. To develop skills for intellectual or critical/creative thinking.
3. To develop skills to understand different viewpoints and feelings.

Values:

Goal: Understand and appreciate different social and personal value systems.

Objectives:

1. To understand differences and similarities of the value systems held by different cultural and social groups in the American society.
2. Evaluate ways in which personal responsibilities are met in a democratic political community.

Social Participation:

Goal: Develop the knowledge and skills necessary to participate with others in social action projects.

Objectives:

1. To participate in social action projects that are of benefit to the community. (*i.e., social/political/economic/environmental*)

Third Grade
Student Learning Behaviors
Social Sciences

Setting: People as Members of a Community/(ies)

Focus: *Communities--locality, nationally and worldwide--are dynamic living and changing phenomena. Understanding the nature of different communities and how people make communities function is the major focus of this setting.*

Some suggested topics suitable for Grade Three are:

1. What is a community?
2. My community--where is it?
3. Our community--its past, present and future.
4. How community groups rely and influence one another.
5. The diverse cultures and peoples who make up and contribute to our community.
6. How is our community governed?
7. Cooperation, conflict and communication within our community.
8. Appreciating and preserving the beauty of our community and improving the quality of life in it.
9. How does our community compare and contrast to other communities in the United States and in the world?

Statement of Understanding of Mutual Rights and Responsibilities

Rights of the Student

The student has the right:

1. To expect a well designed curriculum which insures he/she will attain basic skills in reading, writing, and mathematics and achieve in all other areas of the curriculum at a level appropriate to his/her age and grade.
2. To know in advance all standards for study and behavior with which he/she is expected to comply.
3. To study in a classroom free from distraction from other students.
4. To have access to the teacher and school administrator to discuss and resolve any concerns or problems he/she has.

Rights of the Parents

The parents have the right:

1. To know the year's curriculum plan for their child.
2. To know the study and behavior standards to which the child is expected to adhere.
3. To timely access to teachers and administrators for discussion and resolution of any concern related to the instructional program received by the child.
4. To periodic systematic reports of academic progress and ways in which parents can assist to further that progress.

Rights of the Teacher

The teacher has the right:

1. To set reasonable study and behavior standards for the classroom.
2. To remove any student who consistently violates these standards.
3. To conference with parents as needed regarding the progress of their child's instructional program and any study or behavioral problems which appear to be inhibiting that process.
4. To request assistance from parents at home to reinforce basic skills taught in the classroom.

Statement of Understanding of Mutual Rights and Responsibilities

Responsibilities of the Student

The student is responsible:

1. To pay attention in class, completing all class and homework assignments on time.
2. To conduct him/herself in a manner consistent with the school's behavior standards.
3. To respect the rights of other students to a learning environment free from disruption and distractions.

Responsibilities of the Parents

The parents are responsible:

1. To provide a suitable study area in the home for each child and supervise the satisfactory completion of all homework assignments.
2. To communicate on a regular basis with the classroom teacher regarding the child's academic progress, participating actively in all regularly and specially scheduled conferences with the teacher.
3. To assist the district at home with drill exercises in basic skills in areas of reading, writing, and computation as prescribed by the classroom teacher.
4. To review established school rules with the child to insure understanding and compliance.

Responsibilities of the Teacher

The teacher is responsible:

1. To provide a balanced curriculum which insures each child the opportunity to attain basic skills in reading, writing, and mathematics and which insures competence in all other areas of the curriculum at a level appropriate to the student's age and grade.
2. To make the year's curriculum plan available to all parents.
3. To adequately assess the learning needs of all students in major curriculum areas and provide an instructional program which will maximize individual student academic growth.
4. To establish, make known, and enforce uniform behavior and study standards which guarantee each child a conducive learning environment.
5. To communicate with parents on a regularly scheduled basis and additionally as needed to keep parents fully apprised of each child's academic progress and individual needs.

Homework Policy

The Board of Trustees believes homework to be an integral part of each student's educational program. Homework is a reasonable extension of classroom assignments and is to vary according to individual student's grade level, ability and need.

ADMINISTRATIVE REGULATIONS

The objective of homework is to assist and improve a student's learning. Homework is to be reasonable in length, directly related to classroom work, well defined in advance by the teacher, understood by the student, corrected and returned to the student, and non-punitive.

It is the student's responsibility to complete homework. It is the parent's responsibility to support this portion of the educational program by encouragement and involvement with the student.

The types of homework assignments and length should vary according to the student's level:

1. KINDERGARTEN (*Minimal, as needed*)
   Homework is to be minimal and based on teacher judgment of the student's needs.

2. PRIMARY GRADES - 1-3 (*15 to 30 minutes, as needed*)
   a. Homework is to be started as an expectation in the student's educational program.
   b. Homework is assigned at the discretion of the teacher with an emphasis on reading, math and language arts.

3. MIDDLE GRADES - 4-6 (*30 minutes to 1 hour, as needed*)
   a. Homework is to be expected as part of the student's educational program.
   b. Homework emphasis is on reading, math and language arts.
   c. Additional assignments are given which, in the judgment of the teacher, will assist the student to learn and develop initiative and responsibility.

4. INTERMEDIATE GRADES - 7-8 (*1 to 1-1/2 hours, as needed*)
   a. Homework is to be a well established part of the student's educational program.
   b. Homework consists of routine assignments and review and preparation of specific academic and classroom subjects.
   c. Homework provides opportunities for research and further development of initiative and responsibility.

Special Education Notes

The California Master Plan for Special Education and Public Law 94-142 are state and federal laws, respectively, that provide the same basic rights to handicapped children that have been provided to other children for the past fifty year.

Under these state and federal laws, each handicapped child in California will be assessed as to their strengths and weaknesses. If the child's needs, as determined by the assessment, cannot be met by the local district, the child can be referred to a state special school or a private non-sectarian school.

Children may be placed in special education programs only after parental permission has been obtained and a careful assessment procedure has been completed.

The placement process may include:

1. Referral
2. Notification of parents
3. Gathering of school information
4. Assessment and Recommendation for placement

Rights of Parents and Students

Parents and students may participate in developing child's program and approve or veto testing and/or placement in Special Education Program. Additionally, they have the right to appeal decisions on any of the following:

1. Identification
2. Assessment
3. Implementation of program
4. Special Services: denial, placement, transfer, or termination

Procedures for appeal are spelled out in State Law.

Building Notes

ROLLINGWOOD SCHOOL
2500 Cottonwood Drive
San Bruno, CA 94066

Telephone: 589-5900 - Ext. 29-30

SCHOOL IMPROVEMENT PROGRAM

Rollingwood School is one of three schools in the San Bruno Park School District that is involved in the California School Improvement Program. The major goals of the SIP are to develop pupils' competence to their highest potential in:

1. Basic Skills:
   - Mathematics
   - English Language
   - Reading
   - Writing
   - Speaking
   - Listening
2. Knowledge and Abilities in Other Curriculum Areas:
   - Arts and Humanities
   - Sciences
   - Areas of Personal Interest
3. Personal Development:
   - Self-esteem
   - Capability for Independent Judgment
   - Personal and Social Responsibility
4. Social Development:
   - Ability to Work in Groups
   - Attainment of Multicultural Consciousness
   - Citizenship Skills

To achieve these goals, SIP requires a school site effort involving parents, teachers, other school personnel, administrators, pupils, and members of the community.

The purpose of this effort is to assess the effectiveness of the total school program in achieving pupil growth and then to plan, implement, and evaluate activities geared to improving that achievement and growth.

The theory is that when school and community are involved and committed, lasting improvements are more likely to emerge.

Building Notes

School Improvement Program - continued

The School Improvement Program provides funds to helf individual schools achieve their goals. Last year, Rollingwood School received approximately $50,000 to use for improving our educational program. In the past, these funds have been used for the following purposes:

a. employing classroom instructional aides, a media center aide, and a physical education specialist;
b. to purchase supplementary instructional materials in all subject areas;
c. to provide books and audio-visual equipment for our media center;
d. to enable students to take educational field trips;
e. parent and teacher training workshops and seminars;
f. bringing various art and humanity presentations to the school;
g. multicultural activities;
h. purchase a microcomputer and software;
i. and, other educational improvements that the District cannot provide.

Participation in the School Improvement Program is a time consuming commitment which requires specific educational preparation, planning, and cooperation between staff and parents.

We feel that this is an extremely valuable program and that our students gain significantly by being part of this program.

* * *

Building Notes

RULES FOR STUDENTS

1. Do not arrive at school before 8:15 a.m.
2. Go directly to the front of the school upon arrival; wait for the bell before entering the playgound.
3. Buy your lunch ticket from the cafeteria before school.
4. When the bell rings, walk directly to class and line up.
5. If you are late to school, always check in at the office before going to class.
6. Wear appropriate clothing to school:
   no shorts; halter tops; boots with black rubber soles or steel toes; clothing with offensive writing or illustrations
7. Do not leave the classroom or the playground without a pass or permission from the teacher.
8. Walk at all times on the school grounds, in the corridors, and on the sidewalks.
9. Put your name on all coats, jackets, sweaters, lunch pails, and sack lunches.
10. No candy, gum, or sunflower seeds should be brought to school.
11. Radios, tape recorders, skateboards and other such items should not be brought to school.
12. You cannot use the telephone unless you have permission from your teacher.
13. Students will show respect for their classmates and teachers, using proper language and good behavior at all times.
14. Upon dismissal, go directly home. Do not play in the corridors or on the playground. Wait for your friends in front of the school, not outside the classroom.
15. Use the Safety Patrol to cross the streets at all times.

* * *

Building Notes

PLAYGROUND RULES

1. Play only in your assigned area.
   Stay away from the building at all times.
2. Use all the play equipment safely and properly.
3. Do not lock any games - let everyone play.
4. Wait your turn for the equipment or in games -
   no pushing or shoving.
5. Tumbling, stunts, tackling, etc., is not allowed.
6. Do not throw tanbark, rocks, sticks, or any other objects.
7. You must have permission from the teacher to retrieve
   balls from over the fence.
8. Use jump ropes only for jumping and do not kick red
   rubber balls.
9. You must have permission from your teacher to bring bats,
   hard balls, or other dangerous equipment to school.
10. No running or playing in the bathrooms.

BICYCLE SAFETY RULES

1. Only 4th, 5th, and 6th grades may ride bicycles to school.
2. If the bicycle does not have a lock or a license, it
   should not be brought to school.
3. Bicycles are not to be ridden on the school grounds during
   school hours.
4. When a rider enters or leaves the school grounds, he/she
   is to walk the bicycle.
5. All bicycles must be parked and locked in the compound,
   never in the building or in the wings or classrooms.
6. Students are not to be near the bicycle area during
   recess periods.

* * *

Building Notes

CAFETERIA RULES

1. Walk to the cafeteria in a quiet and orderly fashion.

2. If you bring your lunch, sit in the first available space. Do not try to find a friend.

3. If you buy lunch, go directly to the end of the cafeteria line and wait quietly to get your tray. No cutting is allowed.

4. If you buy milk, stand in line quietly. No cutting is allowed.

5. Talk softly while eating your lunch.

6. Don't throw food or papers on the floor. Clean up your space when finished and put all papers in the trash.

7. Finish all food before leaving the cafeteria. Do not take food outside.

8. Wait quietly to be dismissed to the playground when finished.

9. In order to go home for lunch, you must have a signed (by the parent) Noon Hour Permission Slip on file in the school office.

* * *

Building Notes

School Calendar - 1982-83

September 9, 1982	First day of Student Attendance
September 27 thru October 1	Back-to-School Week
November 10	End of First Quarter
November 11	Veterans' Day - Holiday
November 12	Admission Day (*in lieu of*) Holiday
November 15 - 19	Conference Days - Minimum Days / Students
November 24	Minimum Day
November 25 & 26	Thanksgiving Days - Holidays
December 17	Minimum Day
December 20 - 31	Winter Recess
January 3, 1983	Student Attendance
January 14	Martin Luther King, Jr. Day - Holiday
January 31	End of Semester
February 7 & 8	Conference Days - Minimum Days / Students
February 11	Lincoln's Birthday - Holiday
February 21	Washington's Birthday - Holiday
March 28 thru April 1	Spring Recess
April 13	End of Third Quarter
April 18 & 19	Conference Days - Minimum Days / Students
April 25 - 29	Public Schools Week
May 30	Memorial Day - Holiday
June 16	Last Day of Student Attendance - Minimum Day Last Day of Teacher Attendance

WHAT WE TEACH

A Brief Course of Study

GRADE

4

Rollingwood School

San Bruno Park School District
San Bruno, California

Board of Trustees

Olive M. Brasel
President

Anthony J. Alioto
Vice President

Raymond A. Schenone
Clerk

William J. Henderson, Jr.
Representative

Joisse M. Brune
Member at Large

* * *

Administrators

Dr. John W. Mehl
Superintendent

Dr. Dirk M. Dunnink
Assistant Superintendent - Business Services

Leonard T. Heid
Assistant Superintendent - Educational Services

Martin Tunick
Program Supervisor - P.L. 94-142/Special Education Master Plan

Superintendent's Message

It is my belief that the strength of our nation is based primarily upon the concept of the inherent dignity of each individual citizen. It is thus the responsibility of the nation's schools to educate its citizenry both fully and well in order to maximize the feeling of self worth of each student. This feeling of self worth is most easily maximized in an individual who feels well prepared academically to deal effectively with his or her responsibilities as a citizen.

A well defined systematic curriculum is one of the key elements necessary to insure the attainment of this goal. The staff of the San Bruno Park School District thus devotes a good deal of time and energy to the development and implementation of an effective, sequential curriculum. This document is designed to provide you, a parent, with an overview of the general curriculum expectations of the grade level in which your child is presently enrolled. We are hopeful that this document will serve to assist each of the partners in the educational process--student, teacher, and parent--to maintain open channels of communication about the child's academic progress throughout the years he is enrolled in the San Bruno Park schools.

Sincerely,

John Mehl

John W. Mehl
Superintendent

Message from the
Coordinating Curriculum Council

After studying the results of the community-wide Educational Needs Assessment, the Coordinating Curriculum Council recommends the following as the four priority needs of the San Bruno Park School District:

1. Written Composition
2. Self-Esteem
3. Math Computation
4. Reading

Written Composition:

Written Composition was identified as the number one priority in the district as a whole. In addressing this need, emphasis should be placed on creativity without loss of grammar and punctuation. A wide variety of written expression, such as, note taking, writing main ideas, outlining, summarizing, letter writing, and filling out forms should be encouraged so that the student can realize how written expression is applied to everyday life. To accomplish this, some form of writing experience should occur in the classroom on a daily basis.

Self-Esteem:

The major priority goal is and should remain fostering the positive self-image and emotional health of the individual. Provisions for guided discussions within the classroom and group counseling should be made available at all levels of the curriculum to strengthen the student's coping skills, interpersonal relationships, and valuing one's self and fostering the attainment of problem solving skills.

...continued next page

Math Computation:

The ultimate goal of the mathematics program is the efficient application of the basic skills in everyday living. This can best be accomplished by teaching students to progress from manipulative skills to abstract reasoning. An awareness of the teacher and parent to the use of current technology is imperative if the student is to be prepared to cope in our rapidly changing society.

Reading:

The goals of reading should develop cognitive, critical, and creative skills. These skills must be developed by emphasizing vocabulary, phonics, comprehension of written and oral language, literature appreciation, and application of critical thinking skills. The theme for our reading program should be to help students *"learn to read", "read to learn", and "read for life"*.

* * *

TO THE PARENT:

The purpose of this handbook is to inform you of the basic grade level requirements for your child.

The Course of Study begins at Kindergarten and follows through the eighth grade, identifying those skills which are expected to be achieved at each level and each subsequent grade level.

This will enable you, as a parent, to understand where your child should be in terms of the district's objectives for their instructional program.

With the parent and teacher working together, these goals can be attained.

Coordinating Curriculum Council

What We Teach

in

FOURTH GRADE

READING FRAMEWORK

Kindergarten through Grade Eight

Vocabulary Development:

Goal: To develop abilities to increase the number and range of words that can be understood and used.

Objectives:

1. To develop skills in forming words.
2. To develop skills for identifying word meanings.
3. To develop skills for using regular and irregular patterns for spelling.
4. To understand how new words come into the language and how word meanings change.

Understanding/Comprehension:

Goal: To develop abilities to use reading in the instructional program and in daily living activities.

Objectives:

1. To develop comprehension skills.
2. To develop skills for decoding words and units of meaning.
3. To develop skills for effective reading in different curriculum areas.
4. To develop skills for the use of reading in daily living.

Literature and Other Media:

Goal: To develop abilities to be critical of and derive meaning from reading literature and observing media.

Objectives:

1. To develop awareness of word choice, sound, rhythm, and purpose in written materials and media presentations.
2. To develop skills for making critical analyses of written materials and media presentations.
3. To develop personal satisfaction and meaning from reading and media.

Fourth Grade
Student Learning Behaviors
Reading

* Uses a dictionary excerpt to understand multiple meanings of words.
* Uses an index.
* Uses a table of contents.
* Re-enforces word analysis introduced in earlier grades.

* Follows written directions.
* Sequences events.
* Selects main idea of a paragraph.
* Differentiates fact and fiction.
* Draws a simple inference from a short selection (judgments).

* Encourages the use of library resources. (*i.e., film strips, tape recorders, records, etc.*)

MATHEMATICS FRAMEWORK

Kindergarten through Grade Eight

Mathematic Skills:

Goal: Develop the abilities to use mathematics for problem solving in theoretical situations and daily living.

Objectives:

1. Develop skills for identifying, analyzing, and solving problems.
2. Develop skills for using calculators, computers, etc.

Computation Skills:

Goal: Develop the abilities to compute with accuracy and efficiency.

Objectives:

1. Count accurately.
2. Use number operations with accuracy and efficiency.
3. Use place value.

Geometry Skills:

Goal: Develop the abilities to use geometric concepts.

Objectives:

1. Recognize geometric figures.
2. Develop skills for measuring geometric figures.

Measurement Skills:

Goal: Develop the abilities to use concepts of measurement.

Objectives:

1. Develop skills for using standard units of measurement.
2. Develop skills for estimating.

Using Concepts of Probability and Statistics:

Goal: Develop the abilities to use concepts of probability and statistics.

Objectives:

1. Guesstimating patterns of numbers in problem solving.
2. Develop skills for graphic representation of mathematical relationships.
3. Develop skills for interpreting data.

Fourth Grade
Student Learning Behaviors
Mathematics

* Can solve two and three-step story problems.
* Can read and write Roman numerals: L - C - D - M

* Writes, reads and understands relationships of numbers (place value) from zero - 99,999.
* Can demonstrate addition, subtraction, multiplication, and division of whole numbers with regrouping.
* Can add and subtract like common fractions.

* Can identify perimeter, area and circumference of geometric figures.

* Can apply number operational skills to time.
* Can use addition and subtraction in terms of money.
* Can apply metric measuring skills when necessary.

* Can use bar, line and circle graphs. (*Pictorial representation of data.*)
* Can calculate odds and simple probability problems.

LANGUAGE ARTS FRAMEWORK

Kindergarten through Grade Eight

Listening and Talking Skills:

Goal: Develop abilities to speak, listen and respond to oral language.

Objectives:

1. Hear and respond.
2. Express throughts and feelings.

Writing Skills:

Goal: Develop abilities to write for different purposes.

Objectives:

1. Use different forms in writing stories, poetry, etc.
2. Organize and describe ideas.
3. Handwriting, typing, graphics, etc.
4. Spelling.
5. Editing.

Grammar and Punctuation Skills:

Goal: Develop abilities to use the grammatical structure of the language.

Objectives:

1. Capitalization and punctuation.
2. Use of correct word order.
3. Develop simple to compound sentences.

Study Skills:

Goal: Develop abilities to use study/locational skills.

Objectives:

1. Use library reference system and materials.
2. Take notes and outline to summarize.
3. Use charts, diagrams, graphs, etc.

Fourth Grade

Student Learning Behaviors

Language Arts

* Can listen and respond to oral directions; listens to prose and poetry for enjoyment; and listens to gain information.
* Can speak clearly using appropriate tone of voice, coordinating words and actions and responding appropriately.

* Can write stories with a beginning, middle and end; developing more detail through creative writing; friendly letters and simple reports.
* Can write a topic sentence, keep to the topic, and can use a simple outline.
* Can use cursive writing legibly and uniformily.
* Can use sound/letter relationships in spelling and learn regular and irregular spelling.
* Can proofread spelling errors, as well as grammar and punctuation errors.

* Can use periods, question marks and exclamations marks in written work correctly.
* Can identify and use the correct noun, pronoun and verb forms.
* Can identify two parts of a statement (subject and predicate) and identifies statements, questions, requests, and commands.
* Can use table of contents, glossary, index and bibliography of a book and library reference materials.
* Can take notes and use an outline form for writing assignments.
* Can use diagrams, charts and graphs for illustrations in stories, reports, etc.

Social Sciences Framework

Kindergarten through Grade Eight

Knowledge:

Goal: Use data, concepts, and generalizations drawn from the various social sciences to understand how societies develop.

Objectives:

1. How continuity and change affect the lives of individuals and development of societies.
2. To become familiar with the systems which operate in different societies. (*i.e., social/political/economic*)
3. To understand how beliefs, traditions, and behaviors are transmitted in different societies.

Skills:

Goal: Use a variety of problem-solving skills appropriate to social science disciplines.

Objectives:

1. To develop basic skills for gathering and using information.
2. To develop skills for intellectual or critical/creative thinking.
3. To develop skills to understand different viewpoints and feelings.

Values:

Goal: Understand and appreciate different social and personal value systems.

Objectives:

1. To understand differences and similarities of the value systems held by different cultural and social groups in the American society.
2. Evaluate ways in which personal responsibilities are met in a democratic political community.

Social Participation:

Goal: Develop the knowledge and skills necessary to participate with others in social action projects.

Objectives:

1. To participate in social action projects that are of benefit to the community. (*i.e., social/political/economic/environmental*)

Fourth Grade
Student Learning Behaviors
Social Sciences

Setting: The People of a Region: California

Focus: *Comparing and contrasting California with other regions in the world provide an introduction to systematic learning experiences.*

Some suggested topics suitable for Grade Four are:

1. The peoples of California today: *who we are; where we live; the work we do; the way we participate as citizens.*
2. California - its land and its environment: *regional setting; major physical features; economic and cultural geography; current environmental concerns.*
3. California in prehistoric times.
4. The history of California and the diverse peoples who made that history. *(The major historical periods.)*
5. Californians all: *men and women who have made significant contributions to our social, political, economic and cultural life.*
6. California's government: *past and present.*
7. California: *its place/role in the United States and in the world.*
8. Looking toward the future in California.

Statement of Understanding of Mutual Rights and Responsibilities

Rights of the Student

The student has the right:

1. To expect a well designed curriculum which insures he/she will attain basic skills in reading, writing, and mathematics and achieve in all other areas of the curriculum at a level appropriate to his/her age and grade.
2. To know in advance all standards for study and behavior with which he/she is expected to comply.
3. To study in a classroom free from distraction from other students.
4. To have access to the teacher and school administrator to discuss and resolve any concerns or problems he/she has.

Rights of the Parents

The parents have the right:

1. To know the year's curriculum plan for their child.
2. To know the study and behavior standards to which the child is expected to adhere.
3. To timely access to teachers and administrators for discussion and resolution of any concern related to the instructional program received by the child.
4. To periodic systematic reports of academic progress and ways in which parents can assist to further that progress.

Rights of the Teacher

The teacher has the right:

1. To set reasonable study and behavior standards for the classroom.
2. To remove any student who consistently violates these standards.
3. To conference with parents as needed regarding the progress of their child's instructional program and any study or behavioral problems which appear to be inhibiting that process.
4. To request assistance from parents at home to reinforce basic skills taught in the classroom.

Statement of Understanding of Mutual Rights and Responsibilities

Responsibilities of the Student

The student is responsible:

1. To pay attention in class, completing all class and homework assignments on time.
2. To conduct him/herself in a manner consistent with the school's behavior standards.
3. To respect the rights of other students to a learning environment free from disruption and distractions.

Responsibilities of the Parents

The parents are responsible:

1. To provide a suitable study area in the home for each child and supervise the satisfactory completion of all homework assignments.
2. To communicate on a regular basis with the classroom teacher regarding the child's academic progress, participating actively in all regularly and specially scheduled conferences with the teacher.
3. To assist the district at home with drill exercises in basic skills in areas of reading, writing, and computation as prescribed by the classroom teacher.
4. To review established school rules with the child to insure understanding and compliance.

Responsibilities of the Teacher

The teacher is responsible:

1. To provide a balanced curriculum which insures each child the opportunity to attain basic skills in reading, writing, and mathematics and which insures competence in all other areas of the curriculum at a level appropriate to the student's age and grade.
2. To make the year's curriculum plan available to all parents.
3. To adequately assess the learning needs of all students in major curriculum areas and provide an instructional program which will maximize individual student academic growth.
4. To establish, make known, and enforce uniform behavior and study standards which guarantee each child a conducive learning environment.
5. To communicate with parents on a regularly scheduled basis and additionally as needed to keep parents fully apprised of each child's academic progress and individual needs.

Homework Policy

The Board of Trustees believes homework to be an integral part of each student's educational program. Homework is a reasonable extension of classroom assignments and is to vary according to individual student's grade level, ability and need.

ADMINISTRATIVE REGULATIONS

The objective of homework is to assist and improve a student's learning. Homework is to be reasonable in length, directly related to classroom work, well defined in advance by the teacher, understood by the student, corrected and returned to the student, and non-punitive.

It is the student's responsibility to complete homework. It is the parent's responsibility to support this portion of the educational program by encouragement and involvement with the student.

The types of homework assignments and length should vary according to the student's level:

1. KINDERGARTEN (*Minimal, as needed*)
   Homework is to be minimal and based on teacher judgment of the student's needs.
2. PRIMARY GRADES - 1-3 (*15 to 30 minutes, as needed*)
   a. Homework is to be started as an expectation in the student's educational program.
   b. Homework is assigned at the discretion of the teacher with an emphasis on reading, math and language arts.
3. MIDDLE GRADES - 4-6 (*30 minutes to 1 hour, as needed*)
   a. Homework is to be expected as part of the student's educational program.
   b. Homework emphasis is on reading, math and language arts.
   c. Additional assignments are given which, in the judgment of the teacher, will assist the student to learn and develop initiative and responsibility.
4. INTERMEDIATE GRADES - 7-8 (*1 to 1-1/2 hours, as needed*)
   a. Homework is to be a well established part of the student's educational program.
   b. Homework consists of routine assignments and review and preparation of specific academic and classroom subjects.
   c. Homework provides opportunities for research and further development of initiative and responsibility.

Special Education Notes

The California Master Plan for Special Education and Public Law 94-142 are state and federal laws, respectively, that provide the same basic rights to handicapped children that have been provided to other children for the past fifty year.

Under these state and federal laws, each handicapped child in California will be assessed as to their strengths and weaknesses. If the child's needs, as determined by the assessment, cannot be met by the local district, the child can be referred to a state special school or a private non-sectarian school.

Children may be placed in special education programs only after parental permission has been obtained and a careful assessment procedure has been completed.

The placement process may include:

1. Referral
2. Notification of parents
3. Gathering of school information
4. Assessment and Recommendation for placement

Rights of Parents and Students

Parents and students may participate in developing child's program and approve or veto testing and/or placement in Special Education Program. Additionally, they have the right to appeal decisions on any of the following:

1. Identification
2. Assessment
3. Implementation of program
4. Special Services: denial, placement, transfer, or termination

Procedures for appeal are spelled out in State Law.

Building Notes

ROLLINGWOOD SCHOOL
2500 Cottonwood Drive
San Bruno, CA 94066

Telephone: 589-5900 - Ext. 29-30

SCHOOL IMPROVEMENT PROGRAM

Rollingwood School is one of three schools in the San Bruno Park School District that is involved in the California School Improvement Program. The major goals of the SIP are to develop pupils' competence to their highest potential in:

1. Basic Skills:
   - Mathematics
   - English Language
   - Reading
   - Writing
   - Speaking
   - Listening
2. Knowledge and Abilities in Other Curriculum Areas:
   - Arts and Humanities
   - Sciences
   - Areas of Personal Interest
3. Personal Development:
   - Self-esteem
   - Capability for Independent Judgment
   - Personal and Social Responsibility
4. Social Development:
   - Ability to Work in Groups
   - Attainment of Multicultural Consciousness
   - Citizenship Skills

To achieve these goals, SIP requires a school site effort involving parents, teachers, other school personnel, administrators, pupils, and members of the community.

The purpose of this effort is to assess the effectiveness of the total school program in achieving pupil growth and then to plan, implement, and evaluate activities geared to improving that achievement and growth.

The theory is that when school and community are involved and committed, lasting improvements are more likely to emerge.

Building Notes

School Improvement Program - continued

The School Improvement Program provides funds to helf individual schools achieve their goals. Last year, Rollingwood School received approximately $50,000 to use for improving our educational program. In the past, these funds have been used for the following purposes:

a. employing classroom instructional aides, a media center aide, and a physical education specialist;
b. to purchase supplementary instructional materials in all subject areas;
c. to provide books and audio-visual equipment for our media center;
d. to enable students to take educational field trips;
e. parent and teacher training workshops and seminars;
f. bringing various art and humanity presentations to the school;
g. multicultural activities;
h. purchase a microcomputer and software;
i. and, other educational improvements that the District cannot provide.

Participation in the School Improvement Program is a time consuming commitment which requires specific educational preparation, planning, and cooperation between staff and parents.

We feel that this is an extremely valuable program and that our students gain significantly by being part of this program.

* * *

Building Notes

RULES FOR STUDENTS

1. Do not arrive at school before 8:15 a.m.
2. Go directly to the front of the school upon arrival; wait for the bell before entering the playgound.
3. Buy your lunch ticket from the cafeteria before school.
4. When the bell rings, walk directly to class and line up.
5. If you are late to school, always check in at the office before going to class.
6. Wear appropriate clothing to school:
   no shorts; halter tops; boots with black rubber soles or steel toes; clothing with offensive writing or illustrations
7. Do not leave the classroom or the playground without a pass or permission from the teacher.
8. Walk at all times on the school grounds, in the corridors, and on the sidewalks.
9. Put your name on all coats, jackets, sweaters, lunch pails, and sack lunches.
10. No candy, gum, or sunflower seeds should be brought to school.
11. Radios, tape recorders, skateboards and other such items should not be brought to school.
12. You cannot use the telephone unless you have permission from your teacher.
13. Students will show respect for their classmates and teachers, using proper language and good behavior at all times.
14. Upon dismissal, go directly home. Do not play in the corridors or on the playground. Wait for your friends in front of the school, not outside the classroom.
15. Use the Safety Patrol to cross the streets at all times.

* * *

Building Notes

PLAYGROUND RULES

1. Play only in your assigned area.
   Stay away from the building at all times.
2. Use all the play equipment safely and properly.
3. Do not lock any games - let everyone play.
4. Wait your turn for the equipment or in games -
   no pushing or shoving.
5. Tumbling, stunts, tackling, etc., is not allowed.
6. Do not throw tanbark, rocks, sticks, or any other objects.
7. You must have permission from the teacher to retrieve
   balls from over the fence.
8. Use jump ropes only for jumping and do not kick red
   rubber balls.
9. You must have permission from your teacher to bring bats,
   hard balls, or other dangerous equipment to school.
10. No running or playing in the bathrooms.

BICYCLE SAFETY RULES

1. Only 4th, 5th, and 6th grades may ride bicycles to school.
2. If the bicycle does not have a lock or a license, it
   should not be brought to school.
3. Bicycles are not to be ridden on the school grounds during
   school hours.
4. When a rider enters or leaves the school grounds, he/she
   is to walk the bicycle.
5. All bicycles must be parked and locked in the compound,
   never in the building or in the wings or classrooms.
6. Students are not to be near the bicycle area during
   recess periods.

* * *

Building Notes

CAFETERIA RULES

1. Walk to the cafeteria in a quiet and orderly fashion.

2. If you bring your lunch, sit in the first available space. Do not try to find a friend.

3. If you buy lunch, go directly to the end of the cafeteria line and wait quietly to get your tray. No cutting is allowed.

4. If you buy milk, stand in line quietly. No cutting is allowed.

5. Talk softly while eating your lunch.

6. Don't throw food or papers on the floor. Clean up your space when finished and put all papers in the trash.

7. Finish all food before leaving the cafeteria. Do not take food outside.

8. Wait quietly to be dismissed to the playground when finished.

9. In order to go home for lunch, you must have a signed (by the parent) Noon Hour Permission Slip on file in the school office.

* * *

Building Notes

School Calendar - 1982-83

September 9, 1982	First day of Student Attendance
September 27 thru October 1	Back-to-School Week
November 10	End of First Quarter
November 11	Veterans' Day - Holiday
November 12	Admission Day (*in lieu of*) Holiday
November 15 - 19	Conference Days - Minimum Days / Students
November 24	Minimum Day
November 25 & 26	Thanksgiving Days - Holidays
December 17	Minimum Day
December 20 - 3'	Winter Recess
January 3, 1983	Student Attendance
January 14	Martin Luther King, Jr. Day - Holiday
January 31	End of Semester
February 7 & 8	Conference Days - Minimum Days / Students
February 11	Lincoln's Birthday - Holiday
February 21	Washington's Birthday - Holiday
March 28 thru April 1	Spring Recess
April 13	End of Third Quarter
April 18 & 19	Conference Days - Minimum Days / Students
April 25 - 29	Public Schools Week
May 30	Memorial Day - Holiday
June 16	Last Day of Student Attendance - Minimum Day Last Day of Teacher Attendance

WHAT WE TEACH

A Brief Course of Study

GRADE

5

Rollingwood School

San Bruno Park School District
San Bruno, California

Board of Trustees

Olive M. Brasel
President

Anthony J. Alioto
Vice President

Raymond A. Schenone
Clerk

William J. Henderson, Jr.
Representative

Joisse M. Brune
Member at Large

* * *

Administrators

Dr. John W. Mehl
Superintendent

Dr. Dirk M. Dunnink
Assistant Superintendent - Business Services

Leonard T. Heid
Assistant Superintendent - Educational Services

Martin Tunick
Program Supervisor - P.L. 94-142/Special Education Master Plan

Superintendent's Message

It is my belief that the strength of our nation is based primarily upon the concept of the inherent dignity of each individual citizen. It is thus the responsibility of the nation's schools to educate its citizenry both fully and well in order to maximize the feeling of self worth of each student. This feeling of self worth is most easily maximized in an individual who feels well prepared academically to deal effectively with his or her responsibilities as a citizen.

A well defined systematic curriculum is one of the key elements necessary to insure the attainment of this goal. The staff of the San Bruno Park School District thus devotes a good deal of time and energy to the development and implementation of an effective, sequential curriculum. This document is designed to provide you, a parent, with an overview of the general curriculum expectations of the grade level in which your child is presently enrolled. We are hopeful that this document will serve to assist each of the partners in the educational process--student, teacher, and parent--to maintain open channels of communication about the child's academic progress throughout the years he is enrolled in the San Bruno Park schools.

Sincerely,

John Mehl

John W. Mehl
Superintendent

Message from the

Coordinating Curriculum Council

After studying the results of the community-wide Educational Needs Assessment, the Coordinating Curriculum Council recommends the following as the four priority needs of the San Bruno Park School District:

1. Written Composition
2. Self-Esteem
3. Math Computation
4. Reading

Written Composition:

Written Composition was identified as the number one priority in the district as a whole. In addressing this need, emphasis should be placed on creativity without loss of grammar and punctuation. A wide variety of written expression, such as, note taking, writing main ideas, outlining, summarizing, letter writing, and filling out forms should be encouraged so that the student can realize how written expression is applied to everyday life. To accomplish this, some form of writing experience should occur in the classroom on a daily basis.

Self-Esteem:

The major priority goal is and should remain fostering the positive self-image and emotional health of the individual. Provisions for guided discussions within the classroom and group counseling should be made available at all levels of the curriculum to strengthen the student's coping skills, interpersonal relationships, and valuing one's self and fostering the attainment of problem solving skills.

...continued next page

Math Computation:

The ultimate goal of the mathematics program is the efficient application of the basic skills in everyday living. This can best be accomplished by teaching students to progress from manipulative skills to abstract reasoning. An awareness of the teacher and parent to the use of current technology is imperative if the student is to be prepared to cope in our rapidly changing society.

Reading:

The goals of reading should develop cognitive, critical, and creative skills. These skills must be developed by emphasizing vocabulary, phonics, comprehension of written and oral language, literature appreciation, and application of critical thinking skills. The theme for our reading program should be to help students *"learn to read", "read to learn", and "read for life".*

* * *

TO THE PARENT:

The purpose of this handbook is to inform you of the basic grade level requirements for your child.

The Course of Study begins at Kindergarten and follows through the eighth grade, identifying those skills which are expected to be achieved at each level and each subsequent grade level.

This will enable you, as a parent, to understand where your child should be in terms of the district's objectives for their instructional program.

With the parent and teacher working together, these goals can be attained.

Coordinating Curriculum Council

What We Teach

in

FIFTH GRADE

READING FRAMEWORK

Kindergarten through Grade Eight

Vocabulary Development:

Goal: To develop abilities to increase the number and range of words that can be understood and used.

Objectives:

1. To develop skills in forming words.
2. To develop skills for identifying word meanings.
3. To develop skills for using regular and irregular patterns for spelling.
4. To understand how new words come into the language and how word meanings change.

Understanding/Comprehension:

Goal: To develop abilities to use reading in the instructional program and in daily living activities.

Objectives:

1. To develop comprehension skills.
2. To develop skills for decoding words and units of meaning.
3. To develop skills for effective reading in different curriculum areas.
4. To develop skills for the use of reading in daily living.

Literature and Other Media:

Goal: To develop abilities to be critical of and derive meaning from reading literature and observing media.

Objectives:

1. To develop awareness of word choice, sound, rhythm, and purpose in written materials and media presentations.
2. To develop skills for making critical analyses of written materials and media presentations.
3. To develop personal satisfaction and meaning from reading and media.

Fifth Grade

Student Learning Behaviors

Reading

* Locates words in a dictionary, making use of guide words.
* Alphabetizes words to third and fourth letter.
* Classifies items under proper headings.
* Continuing re-enforcement of word analyses introduced in earlier grades. (*Syllabication, synonyms, antonyms, etc.*)

* Follows written direction.
* Sequences events as they happen in a short selection read.
* Selects main idea of a paragraph and answers detailed questions about a short selection read.
* Draws a simple inference from a short selection.

* Encourages independent reading for enjoyment and information.
* Encourage use of variety of library resources. (*i.e., magazines, tapes, records, film strips, reference materials, etc.*)

MATHEMATICS FRAMEWORK

Kindergarten through Grade Eight

Mathematic Skills:

Goal: Develop the abilities to use mathematics for problem solving in theoretical situations and daily living.

Objectives:

1. Develop skills for identifying, analyzing, and solving problems.
2. Develop skills for using calculators, computers, etc.

Computation Skills:

Goal: Develop the abilities to compute with accuracy and efficiency.

Objectives:

1. Count accurately.
2. Use number operations with accuracy and efficiency.
3. Use place value.

Geometry Skills:

Goal: Develop the abilities to use geometric concepts.

Objectives:

1. Recognize geometric figures.
2. Develop skills for measuring geometric figures.

Measurement Skills:

Goal: Develop the abilities to use concepts of measurement.

Objectives:

1. Develop skills for using standard units of measurement.
2. Develop skills for estimating.

Using Concepts of Probability and Statistics:

Goal: Develop the abilities to use concepts of probability and statistics.

Objectives:

1. Guesstimating patterns of numbers in problem solving.
2. Develop skills for graphic representation of mathematical relationships.
3. Develop skills for interpreting data.

Fifth Grade
Student Learning Behaviors
Mathematics

* Introduction to other number systems: Base 2 - Base 5
* Can solve multiple-step story problems.
* Can use Roman numerals.

* Reads, writes and understands place value to billions.
* Can add, subtract, multiply and divide whole numbers with or without regrouping.
* Can add, subtract, multiply and divide common fractions and mixed numbers.
* Can add and subtract decimal fractions to the 100th's place.

* Can make generalizations about geometric relationships and figures.
* Can demonstrate the use of a protractor.

* Understands and uses Standard Dry, Liquid and Linear measure.
* Can use both Celcius and Fahrenheit.
* Addition and Subtraction of money.

* Introduced to probability and ratio.
* Can translate data into various graph forms.
* Can round off numbers to the nearest 10th.

LANGUAGE ARTS FRAMEWORK

Kindergarten through Grade Eight

Listening and Talking Skills:

Goal: Develop abilities to speak, listen and respond to oral language.

Objectives:

1. Hear and respond.
2. Express throughts and feelings.

Writing Skills:

Goal: Develop abilities to write for different purposes.

Objectives:

1. Use different forms in writing stories, poetry, etc.
2. Organize and describe ideas.
3. Handwriting, typing, graphics, etc.
4. Spelling.
5. Editing.

Grammar and Punctuation Skills:

Goal: Develop abilities to use the grammatical structure of the language.

Objectives:

1. Capitalization and punctuation.
2. Use of correct word order.
3. Develop simple to compound sentences.

Study Skills:

Goal: Develop abilities to use study/locational skills.

Objectives:

1. Use library reference system and materials.
2. Take notes and outline to summarize.
3. Use charts, diagrams, graphs, etc.

Fifth Grade

Student Learning Behaviors

Language Arts

* Can develop skills to listen and respond to oral directions; distinguish between relevant and irrelevant information; distinguish between fact and opinion; and, recognize differences in inflection and tone.
* Can develop and react verbally to ideas and situations.

* Can organize and write reports, book reports, creative stories, Haiku, news stories, dialogue, etc.
* Can extend use of outlines for various forms of writing.
* Continued stress on legibility and uniformity in handwriting.
* Uses Greek and Latin prefixes and suffixes in spelling exercises.
* More detailed proofreading of spelling errors, grammar, and punctuation.

* Increased use in correct forms in punctuation. *(, - " , ? , ! , ' , etc.)*
* Continued use of correct noun, verb, and pronoun forms.
* Can write complete sentences, compound and complex.

* Can use library reference materials. *(Card catalogue, encyclopedia, almanac, etc.)*
* Uses outlines for reports and written assignments.
* Uses diagrams, charts, etc. for illustrations in reports, book reports, and stories.

Social Sciences Framework

Kindergarten through Grade Eight

Knowledge:

Goal: Use data, concepts, and generalizations drawn from the various social sciences to understand how societies develop.

Objectives:

1. How continuity and change affect the lives of individuals and development of societies.
2. To become familiar with the systems which operate in different societies. (*i.e., social/political/economic*)
3. To understand how beliefs, traditions, and behaviors are transmitted in different societies.

Skills:

Goal: Use a variety of problem-solving skills appropriate to social science disciplines.

Objectives:

1. To develop basic skills for gathering and using information.
2. To develop skills for intellectual or critical/creative thinking.
3. To develop skills to understand different viewpoints and feelings.

Values:

Goal: Understand and appreciate different social and personal value systems.

Objectives:

1. To understand differences and similarities of the value systems held by different cultural and social groups in the American society.
2. Evaluate ways in which personal responsibilities are met in a democratic political community.

Social Participation:

Goal: Develop the knowledge and skills necessary to participate with others in social action projects.

Objectives:

1. To participate in social action projects that are of benefit to the community. (*i.e., social/political/economic/environmental*)

Fifth Grade

Student Learning Behaviors

Social Sciences

Setting: The People of a Nation: The United States of America

Focus: *Students learn about the geography and history of the United States, focusing on the many and diverse individuals and groups who have helped shape the nation.*

Some suggested topics suitable for Grade Five are:

1. The land we call the United States: *Where it is? How it is divided into regions, states, communities? What are the major landforms, physical features, natural resources, major industries, current environmental concerns?*
2. We, the people of the United States, today: *Who are we? How do we communicate with one another? What are some important ideas/values in which we as a people believe? How do we participate as citizens of our nation, state, and communities?*
3. The first Americans: Peoples of Yesterday *When/how did the first Americans come to the continent? Into what groups were they divided? Where/how did those groups live? Who were their leaders? What were the major accomplishments/contributions of the various groups? When/how did the first Americans come into contact with the Europeans and Africans who came to explore/settle in America?*
4. Explorers and settlers in America: North, South, East and West
5. Founders of our nation.
6. People who have helped our nation meet its major challenges, respond to change, and grow politically, economically, socially and culturally over the years.
7. The United States and its People: *their place/role in the world today.*

Statement of Understanding of Mutual Rights and Responsibilities

Rights of the Student

The student has the right:

1. To expect a well designed curriculum which insures he/she will attain basic skills in reading, writing, and mathematics and achieve in all other areas of the curriculum at a level appropriate to his/her age and grade.
2. To know in advance all standards for study and behavior with which he/she is expected to comply.
3. To study in a classroom free from distraction from other students.
4. To have access to the teacher and school administrator to discuss and resolve any concerns or problems he/she has.

Rights of the Parents

The parents have the right:

1. To know the year's curriculum plan for their child.
2. To know the study and behavior standards to which the child is expected to adhere.
3. To timely access to teachers and administrators for discussion and resolution of any concern related to the instructional program received by the child.
4. To periodic systematic reports of academic progress and ways in which parents can assist to further that progress.

Rights of the Teacher

The teacher has the right:

1. To set reasonable study and behavior standards for the classroom.
2. To remove any student who consistently violates these standards.
3. To conference with parents as needed regarding the progress of their child's instructional program and any study or behavioral problems which appear to be inhibiting that process.
4. To request assistance from parents at home to reinforce basic skills taught in the classroom.

Statement of Understanding of Mutual Rights and Responsibilities

Responsibilities of the Student

The student is responsible:

1. To pay attention in class, completing all class and homework assignments on time.
2. To conduct him/herself in a manner consistent with the school's behavior standards.
3. To respect the rights of other students to a learning environment free from disruption and distractions.

Responsibilities of the Parents

The parents are responsible:

1. To provide a suitable study area in the home for each child and supervise the satisfactory completion of all homework assignments.
2. To communicate on a regular basis with the classroom teacher regarding the child's academic progress, participating actively in all regularly and specially scheduled conferences with the teacher.
3. To assist the district at home with drill exercises in basic skills in areas of reading, writing, and computation as prescribed by the classroom teacher.
4. To review established school rules with the child to insure understanding and compliance.

Responsibilities of the Teacher

The teacher is responsible:

1. To provide a balanced curriculum which insures each child the opportunity to attain basic skills in reading, writing, and mathematics and which insures competence in all other areas of the curriculum at a level appropriate to the student's age and grade.
2. To make the year's curriculum plan available to all parents.
3. To adequately assess the learning needs of all students in major curriculum areas and provide an instructional program which will maximize individual student academic growth.
4. To establish, make known, and enforce uniform behavior and study standards which guarantee each child a conducive learning environment.
5. To communicate with parents on a regularly scheduled basis and additionally as needed to keep parents fully apprised of each child's academic progress and individual needs.

Homework Policy

The Board of Trustees believes homework to be an integral part of each student's educational program. Homework is a reasonable extension of classroom assignments and is to vary according to individual student's grade level, ability and need.

ADMINISTRATIVE REGULATIONS

The objective of homework is to assist and improve a student's learning. Homework is to be reasonable in length, directly related to classroom work, well defined in advance by the teacher, understood by the student, corrected and returned to the student, and non-punitive.

It is the student's responsibility to complete homework. It is the parent's responsibility to support this portion of the educational program by encouragement and involvement with the student.

The types of homework assignments and length should vary according to the student's level:

1. KINDERGARTEN (*Minimal, as needed*)
   Homework is to be minimal and based on teacher judgment of the student's needs.

2. PRIMARY GRADES - 1-3 (*15 to 30 minutes, as needed*)
   a. Homework is to be started as an expectation in the student's educational program.
   b. Homework is assigned at the discretion of the teacher with an emphasis on reading, math and language arts.

3. MIDDLE GRADES - 4-6 (*30 minutes to 1 hour, as needed*)
   a. Homework is to be expected as part of the student's educational program.
   b. Homework emphasis is on reading, math and language arts.
   c. Additional assignments are given which, in the judgment of the teacher, will assist the student to learn and develop initiative and responsibility.

4. INTERMEDIATE GRADES - 7-8 (*1 to 1-1/2 hours, as needed*)
   a. Homework is to be a well established part of the student's educational program.
   b. Homework consists of routine assignments and review and preparation of specific academic and classroom subjects.
   c. Homework provides opportunities for research and further development of initiative and responsibility.

Special Education Notes

The California Master Plan for Special Education and Public Law 94-142 are state and federal laws, respectively, that provide the same basic rights to handicapped children that have been provided to other children for the past fifty year.

Under these state and federal laws, each handicapped child in California will be assessed as to their strengths and weaknesses. If the child's needs, as determined by the assessment, cannot be met by the local district, the child can be referred to a state special school or a private non-sectarian school.

Children may be placed in special education programs only after parental permission has been obtained and a careful assessment procedure has been completed.

The placement process may include:

1. Referral
2. Notification of parents
3. Gathering of school information
4. Assessment and Recommendation for placement

Rights of Parents and Students

Parents and students may participate in developing child's program and approve or veto testing and/or placement in Special Education Program. Additionally, they have the right to appeal decisions on any of the following:

1. Identification
2. Assessment
3. Implementation of program
4. Special Services: denial, placement, transfer, or termination

Procedures for appeal are spelled out in State Law.

Building Notes

ROLLINGWOOD SCHOOL
2500 Cottonwood Drive
San Bruno, CA 94066

Telephone: 589-5900 - Ext. 29-30

SCHOOL IMPROVEMENT PROGRAM

Rollingwood School is one of three schools in the San Bruno Park School District that is involved in the California School Improvement Program. The major goals of the SIP are to develop pupils' competence to their highest potential in:

1. Basic Skills:
   - Mathematics
   - English Language
   - Reading
   - Writing
   - Speaking
   - Listening
2. Knowledge and Abilities in Other Curriculum Areas:
   - Arts and Humanities
   - Sciences
   - Areas of Personal Interest
3. Personal Development:
   - Self-esteem
   - Capability for Independent Judgment
   - Personal and Social Responsibility
4. Social Development:
   - Ability to Work in Groups
   - Attainment of Multicultural Consciousness
   - Citizenship Skills

To achieve these goals, SIP requires a school site effort involving parents, teachers, other school personnel, administrators, pupils, and members of the community.

The purpose of this effort is to assess the effectiveness of the total school program in achieving pupil growth and then to plan, implement, and evaluate activities geared to improving that achievement and growth.

The theory is that when school and community are involved and committed, lasting improvements are more likely to emerge.

Building Notes

School Improvement Program - continued

The School Improvement Program provides funds to helf individual schools achieve their goals. Last year, Rollingwood School received approximately $50,000 to use for improving our educational program. In the past, these funds have been used for the following purposes:

a. employing classroom instructional aides, a media center aide, and a physical education specialist;
b. to purchase supplementary instructional materials in all subject areas;
c. to provide books and audio-visual equipment for our media center;
d. to enable students to take educational field trips;
e. parent and teacher training workshops and seminars;
f. bringing various art and humanity presentations to the school;
g. multicultural activities;
h. purchase a microcomputer and software;
i. and, other educational improvements that the District cannot provide.

Participation in the School Improvement Program is a time consuming commitment which requires specific educational preparation, planning, and cooperation between staff and parents.

We feel that this is an extremely valuable program and that our students gain significantly by being part of this program.

* * *

Building Notes

RULES FOR STUDENTS

1. Do not arrive at school before 8:15 a.m.
2. Go directly to the front of the school upon arrival; wait for the bell before entering the playgound.
3. Buy your lunch ticket from the cafeteria before school.
4. When the bell rings, walk directly to class and line up.
5. If you are late to school, always check in at the office before going to class.
6. Wear appropriate clothing to school:
   no shorts; halter tops; boots with black rubber soles or steel toes; clothing with offensive writing or illustrations
7. Do not leave the classroom or the playground without a pass or permission from the teacher.
8. Walk at all times on the school grounds, in the corridors, and on the sidewalks.
9. Put your name on all coats, jackets, sweaters, lunch pails, and sack lunches.
10. No candy, gum, or sunflower seeds should be brought to school.
11. Radios, tape recorders, skateboards and other such items should not be brought to school.
12. You cannot use the telephone unless you have permission from your teacher.
13. Students will show respect for their classmates and teachers, using proper language and good behavior at all times.
14. Upon dismissal, go directly home. Do not play in the corridors or on the playground. Wait for your friends in front of the school, not outside the classroom.
15. Use the Safety Patrol to cross the streets at all times.

* * *

Building Notes

PLAYGROUND RULES

1. Play only in your assigned area.
   Stay away from the building at all times.
2. Use all the play equipment safely and properly.
3. Do not lock any games - let everyone play.
4. Wait your turn for the equipment or in games -
   no pushing or shoving.
5. Tumbling, stunts, tackling, etc., is not allowed.
6. Do not throw tanbark, rocks, sticks, or any other objects.
7. You must have permission from the teacher to retrieve
   balls from over the fence.
8. Use jump ropes only for jumping and do not kick red
   rubber balls.
9. You must have permission from your teacher to bring bats,
   hard balls, or other dangerous equipment to school.
10. No running or playing in the bathrooms.

BICYCLE SAFETY RULES

1. Only 4th, 5th, and 6th grades may ride bicycles to school.
2. If the bicycle does not have a lock or a license, it
   should not be brought to school.
3. Bicycles are not to be ridden on the school grounds during
   school hours.
4. When a rider enters or leaves the school grounds, he/she
   is to walk the bicycle.
5. All bicycles must be parked and locked in the compound,
   never in the building or in the wings or classrooms.
6. Students are not to be near the bicycle area during
   recess periods.

* * *

Building Notes

CAFETERIA RULES

1. Walk to the cafeteria in a quiet and orderly fashion.

2. If you bring your lunch, sit in the first available space. Do not try to find a friend.

3. If you buy lunch, go directly to the end of the cafeteria line and wait quietly to get your tray. No cutting is allowed.

4. If you buy milk, stand in line quietly. No cutting is allowed.

5. Talk softly while eating your lunch.

6. Don't throw food or papers on the floor. Clean up your space when finished and put all papers in the trash.

7. Finish all food before leaving the cafeteria. Do not take food outside.

8. Wait quietly to be dismissed to the playground when finished.

9. In order to go home for lunch, you must have a signed (by the parent) Noon Hour Permission Slip on file in the school office.

* * *

Building Notes

School Calendar - 1982-83

September 9, 1982	First day of Student Attendance
September 27 thru October 1	Back-to-School Week
November 10	End of First Quarter
November 11	Veterans' Day - Holiday
November 12	Admission Day (*in lieu of*) Holiday
November 15 - 19	Conference Days - Minimum Days / Students
November 24	Minimum Day
November 25 & 26	Thanksgiving Days - Holidays
December 17	Minimum Day
December 20 - 31	Winter Recess
January 3, 1983	Student Attendance
January 14	Martin Luther King, Jr. Day - Holiday
January 31	End of Semester
February 7 & 8	Conference Days - Minimum Days / Students
February 11	Lincoln's Birthday - Holiday
February 21	Washington's Birthday - Holiday
March 28 thru April 1	Spring Recess
April 13	End of Third Quarter
April 18 & 19	Conference Days - Minimum Days / Students
April 25 - 29	Public Schools Week
May 30	Memorial Day - Holiday
June 16	Last Day of Student Attendance - Minimum Day Last Day of Teacher Attendance

WHAT WE TEACH

A Brief Course of Study

GRADE

6

Rollingwood School

San Bruno Park School District
San Bruno, California

Board of Trustees

Olive M. Brasel
President

Anthony J. Alioto
Vice President

Raymond A. Schenone
Clerk

William J. Henderson, Jr.
Representative

Joisse M. Brune
Member at Large

* * *

Administrators

Dr. John W. Mehl
Superintendent

Dr. Dirk M. Dunnink
Assistant Superintendent - Business Services

Leonard T. Heid
Assistant Superintendent - Educational Services

Martin Tunick
Program Supervisor - P.L. 94-142/Special Education Master Plan

Superintendent's Message

It is my belief that the strength of our nation is based primarily upon the concept of the inherent dignity of each individual citizen. It is thus the responsibility of the nation's schools to educate its citizenry both fully and well in order to maximize the feeling of self worth of each student. This feeling of self worth is most easily maximized in an individual who feels well prepared academically to deal effectively with his or her responsibilities as a citizen.

A well defined systematic curriculum is one of the key elements necessary to insure the attainment of this goal. The staff of the San Bruno Park School District thus devotes a good deal of time and energy to the development and implementation of an effective, sequential curriculum. This document is designed to provide you, a parent, with an overview of the general curriculum expectations of the grade level in which your child is presently enrolled. We are hopeful that this document will serve to assist each of the partners in the educational process--student, teacher, and parent--to maintain open channels of communication about the child's academic progress throughout the years he is enrolled in the San Bruno Park schools.

Sincerely,

John Mehl

John W. Mehl
Superintendent

Message from the
Coordinating Curriculum Council

After studying the results of the community-wide Educational Needs Assessment, the Coordinating Curriculum Council recommends the following as the four priority needs of the San Bruno Park School District:

1. Written Composition
2. Self-Esteem
3. Math Computation
4. Reading

Written Composition:

Written Composition was identified as the number one priority in the district as a whole. In addressing this need, emphasis should be placed on creativity without loss of grammar and punctuation. A wide variety of written expression, such as, note taking, writing main ideas, outlining, summarizing, letter writing, and filling out forms should be encouraged so that the student can realize how written expression is applied to everyday life. To accomplish this, some form of writing experience should occur in the classroom on a daily basis.

Self-Esteem:

The major priority goal is and should remain fostering the positive self-image and emotional health of the individual. Provisions for guided discussions within the classroom and group counseling should be made available at all levels of the curriculum to strengthen the student's coping skills, interpersonal relationships, and valuing one's self and fostering the attainment of problem solving skills.

...continued next page

Math Computation:

The ultimate goal of the mathematics program is the efficient application of the basic skills in everyday living. This can best be accomplished by teaching students to progress from manipulative skills to abstract reasoning. An awareness of the teacher and parent to the use of current technology is imperative if the student is to be prepared to cope in our rapidly changing society.

Reading:

The goals of reading should develop cognitive, critical, and creative skills. These skills must be developed by emphasizing vocabulary, phonics, comprehension of written and oral language, literature appreciation, and application of critical thinking skills. The theme for our reading program should be to help students *"learn to read", "read to learn", and "read for life".*

* * *

TO THE PARENT:

The purpose of this handbook is to inform you of the basic grade level requirements for your child.

The Course of Study begins at Kindergarten and follows through the eighth grade, identifying those skills which are expected to be achieved at each level and each subsequent grade level.

This will enable you, as a parent, to understand where your child should be in terms of the district's objectives for their instructional program.

With the parent and teacher working together, these goals can be attained.

Coordinating Curriculum Council

What We Teach

in

SIXTH GRADE

READING FRAMEWORK

Kindergarten through Grade Eight

Vocabulary Development:

Goal: To develop abilities to increase the number and range of words that can be understood and used.

Objectives:

1. To develop skills in forming words.
2. To develop skills for identifying word meanings.
3. To develop skills for using regular and irregular patterns for spelling.
4. To understand how new words come into the language and how word meanings change.

Understanding/Comprehension:

Goal: To develop abilities to use reading in the instructional program and in daily living activities.

Objectives:

1. To develop comprehension skills.
2. To develop skills for decoding words and units of meaning.
3. To develop skills for effective reading in different curriculum areas.
4. To develop skills for the use of reading in daily living.

Literature and Other Media:

Goal: To develop abilities to be critical of and derive meaning from reading literature and observing media.

Objectives:

1. To develop awareness of word choice, sound, rhythm, and purpose in written materials and media presentations.
2. To develop skills for making critical analyses of written materials and media presentations.
3. To develop personal satisfaction and meaning from reading and media.

Sixth Grade
Student Learning Behaviors
Reading

* Uses index, table of contents, and dictionary effectively.
* Uses card catalog effectively.
* Continues to classify items under proper headings. (*i.e., who, when, where, why, etc.*)

* Selects the main idea, answers detailed questions, and sequences events in a short selection he/she reads.
* Analyses of material to differentiate between fact and opinion.

* Use of literature sets.

MATHEMATICS FRAMEWORK

Kindergarten through Grade Eight

Mathematic Skills:

Goal: Develop the abilities to use mathematics for problem solving in theoretical situations and daily living.

Objectives:

1. Develop skills for identifying, analyzing, and solving problems.
2. Develop skills for using calculators, computers, etc.

Computation Skills:

Goal: Develop the abilities to compute with accuracy and efficiency.

Objectives:

1. Count accurately.
2. Use number operations with accuracy and efficiency.
3. Use place value.

Geometry Skills:

Goal: Develop the abilities to use geometric concepts.

Objectives:

1. Recognize geometric figures.
2. Develop skills for measuring geometric figures.

Measurement Skills:

Goal: Develop the abilities to use concepts of measurement.

Objectives:

1. Develop skills for using standard units of measurement.
2. Develop skills for estimating.

Using Concepts of Probability and Statistics:

Goal: Develop the abilities to use concepts of probability and statistics.

Objectives:

1. Guesstimating patterns of numbers in problem solving.
2. Develop skills for graphic representation of mathematical relationships.
3. Develop skills for interpreting data.

Sixth Grade
Student Learning Behaviors
Mathematics

* Can solve multiple-step story problems.
* Can read and write Roman numerals.

* Can add, subtract, multiply and divide whole numbers up to 4-digits with regrouping.
* Can add, subtract, multiply and divide a combination of whole numbers and decimal fractions.
* Can divide a combination of whole numbers and decimal fractions without remainders.
* Understands place value to the thousandths.
* Can add, subtract, multiply and divide a combination of whole numbers and common fractions.

* Can use a protractor, recognize and measure angles.
* Can find the perimeter and area of common geometric figures.

* Can solve problems of measurement using standard and metric systems.
* Can identify and use the constructs of the time zones in the continental United States.
* Can estimate to the nearest 10th or 100ths.

* Can find the average of series of numbers.
* Can round off numbers to the nearest 100th and 1,000th.
* Continue use of graphs.

LANGUAGE ARTS FRAMEWORK

Kindergarten through Grade Eight

Listening and Talking Skills:

Goal: Develop abilities to speak, listen and respond to oral language.

Objectives:

1. Hear and respond.
2. Express throughts and feelings.

Writing Skills:

Goal: Develop abilities to write for different purposes.

Objectives:

1. Use different forms in writing stories, poetry, etc.
2. Organize and describe ideas.
3. Handwriting, typing, graphics, etc.
4. Spelling.
5. Editing.

Grammar and Punctuation Skills:

Goal: Develop abilities to use the grammatical structure of the language.

Objectives:

1. Capitalization and punctuation.
2. Use of correct word order.
3. Develop simple to compound sentences.

Study Skills:

Goal: Develop abilities to use study/locational skills.

Objectives:

1. Use library reference system and materials.
2. Take notes and outline to summarize.
3. Use charts, diagrams, graphs, etc.

Sixth Grade

Student Learning Behaviors

Language Arts

* Can listen and respond to oral directions; listen to an oral presentation to recall and evaluate theme and details.
* Can plan, organize and give an oral report, stating facts and opinions effectively and logically.

* Can write research reports, poetry (*Haiku, Cinquain*) original stories, personal and business letters, summaries and dialogues.
* Can choose and narrow a subject.
* Can use manuscript and cursive skills as appropriate. Continues to write legibly.
* Can use suffixes and prefixes and applies regular patterns for spelling using base words.
* Can edit and revise writing with increasing skill by adding and deleting and rearranging and changing.

* Can use correct forms of punctuation.
* Can use the correct forms of nouns, verbs, pronouns, adjectives, adverbs and prepositions.
* Can write complete simple, compound and complex sentences.
* Can use library reference materials.
* Can take notes and make an outline for study and summarizing.
* Can use charts, diagrams, graphs, etc., for detailed illustrations in reports, book reports and stories.

Social Sciences Framework

Kindergarten through Grade Eight

Knowledge:

Goal: Use data, concepts, and generalizations drawn from the various social sciences to understand how societies develop.

Objectives:

1. How continuity and change affect the lives of individuals and development of societies.
2. To become familiar with the systems which operate in different societies. (*i.e., social/political/economic*)
3. To understand how beliefs, traditions, and behaviors are transmitted in different societies.

Skills:

Goal: Use a variety of problem-solving skills appropriate to social science disciplines.

Objectives:

1. To develop basic skills for gathering and using information.
2. To develop skills for intellectual or critical/creative thinking.
3. To develop skills to understand different viewpoints and feelings.

Values:

Goal: Understand and appreciate different social and personal value systems.

Objectives:

1. To understand differences and similarities of the value systems held by different cultural and social groups in the American society.
2. Evaluate ways in which personal responsibilities are met in a democratic political community.

Social Participation:

Goal: Develop the knowledge and skills necessary to participate with others in social action projects.

Objectives:

1. To participate in social action projects that are of benefit to the community. (*i.e., social/political/economic/environmental*)

Sixth Grade

Student Learning Behaviors

Social Sciences

Setting: Our World, Its Diverse People, and Their Societies

Focus: *Students study some of the ways in which people of the world can and do work together on common current technological and ecological concerns or through various economic, political and cultural institutions.*

Some suggested topics suitable for Grade Six are:

1. Earth--as home for human beings: *the world's water, land, climate and natural resources and how they affect where and how people live.*
2. The world's diverse people and the reasons for differences in appearance and behavior.
3. Human needs and life experiences common to all people.
4. Why human societies develop different "ways of life" or diverse cultures.
5. The role and importance of language in all human societies.
6. Technology: *tools, toolmakers, toolusers, and technological change yesterday and today.*
7. Five basic institutions on which people in all societies depend: *government, economic institutions, education, the family and religion.*
8. The importance of human beliefs: *about the nature of the world; about beauty; and, about right and wrong.*
9. Earth's people working together.

Statement of Understanding of Mutual Rights and Responsibilities

Rights of the Student

The student has the right:

1. To expect a well designed curriculum which insures he/she will attain basic skills in reading, writing, and mathematics and achieve in all other areas of the curriculum at a level appropriate to his/her age and grade.
2. To know in advance all standards for study and behavior with which he/she is expected to comply.
3. To study in a classroom free from distraction from other students.
4. To have access to the teacher and school administrator to discuss and resolve any concerns or problems he/she has.

Rights of the Parents

The parents have the right:

1. To know the year's curriculum plan for their child.
2. To know the study and behavior standards to which the child is expected to adhere.
3. To timely access to teachers and administrators for discussion and resolution of any concern related to the instructional program received by the child.
4. To periodic systematic reports of academic progress and ways in which parents can assist to further that progress.

Rights of the Teacher

The teacher has the right:

1. To set reasonable study and behavior standards for the classroom.
2. To remove any student who consistently violates these standards.
3. To conference with parents as needed regarding the progress of their child's instructional program and any study or behavioral problems which appear to be inhibiting that process.
4. To request assistance from parents at home to reinforce basic skills taught in the classroom.

Statement of Understanding of Mutual Rights and Responsibilities

Responsibilities of the Student

The student is responsible:

1. To pay attention in class, completing all class and homework assignments on time.
2. To conduct him/herself in a manner consistent with the school's behavior standards.
3. To respect the rights of other students to a learning environment free from disruption and distractions

Responsibilities of the Parents

The parents are responsible:

1. To provide a suitable study area in the home for each child and supervise the satisfactory completion of all homework assignments.
2. To communicate on a regular basis with the classroom teacher regarding the child's academic progress, participating actively in all regularly and specially scheduled conferences with the teacher.
3. To assist the district at home with drill exercises in basic skills in areas of reading, writing, and computation as prescribed by the classroom teacher.
4. To review established school rules with the child to insure understanding and compliance.

Responsibilities of the Teacher

The teacher is responsible:

1. To provide a balanced curriculum which insures each child the opportunity to attain basic skills in reading, writing, and mathematics and which insures competence in all other areas of the curriculum at a level appropriate to the student's age and grade.
2. To make the year's curriculum plan available to all parents.
3. To adequately assess the learning needs of all students in major curriculum areas and provide an instructional program which will maximize individual student academic growth.
4. To establish, make known, and enforce uniform behavior and study standards which guarantee each child a conducive learning environment.
5. To communicate with parents on a regularly scheduled basis and additionally as needed to keep parents fully apprised of each child's academic progress and individual needs.

Homework Policy

The Board of Trustees believes homework to be an integral part of each student's educational program. Homework is a reasonable extension of classroom assignments and is to vary according to individual student's grade level, ability and need.

ADMINISTRATIVE REGULATIONS

The objective of homework is to assist and improve a student's learning. Homework is to be reasonable in length, directly related to classroom work, well defined in advance by the teacher, understood by the student, corrected and returned to the student, and non-punitive.

It is the student's responsibility to complete homework. It is the parent's responsibility to support this portion of the educational program by encouragement and involvement with the student.

The types of homework assignments and length should vary according to the student's level:

1. KINDERGARTEN (*Minimal, as needed*)
   Homework is to be minimal and based on teacher judgment of the student's needs.

2. PRIMARY GRADES - 1-3 (*15 to 30 minutes, as needed*)
   a. Homework is to be started as an expectation in the student's educational program.
   b. Homework is assigned at the discretion of the teacher with an emphasis on reading, math and language arts.

3. MIDDLE GRADES - 4-6 (*30 minutes to 1 hour, as needed*)
   a. Homework is to be expected as part of the student's educational program.
   b. Homework emphasis is on reading, math and language arts.
   c. Additional assignments are given which, in the judgment of the teacher, will assist the student to learn and develop initiative and responsibility.

4. INTERMEDIATE GRADES - 7-8 (*1 to 1-1/2 hours, as needed*)
   a. Homework is to be a well established part of the student's educational program.
   b. Homework consists of routine assignments and review and preparation of specific academic and classroom subjects.
   c. Homework provides opportunities for research and further development of initiative and responsibility.

Special Education Notes

The California Master Plan for Special Education and Public Law 94-142 are state and federal laws, respectively, that provide the same basic rights to handicapped children that have been provided to other children for the past fifty year.

Under these state and federal laws, each handicapped child in California will be assessed as to their strengths and weaknesses. If the child's needs, as determined by the assessment, cannot be met by the local district, the child can be referred to a state special school or a private non-sectarian school.

Children may be placed in special education programs only after parental permission has been obtained and a careful assessment procedure has been completed.

The placement process may include:

1. Referral
2. Notification of parents
3. Gathering of school information
4. Assessment and Recommendation for placement

Rights of Parents and Students

Parents and students may participate in developing child's program and approve or veto testing and/or placement in Special Education Program. Additionally, they have the right to appeal decisions on any of the following:

1. Identification
2. Assessment
3. Implementation of program
4. Special Services: denial, placement, transfer, or termination

Procedures for appeal are spelled out in State Law.

Building Notes

ROLLINGWOOD SCHOOL
2500 Cottonwood Drive
San Bruno, CA 94066

Telephone: 589-5900 - Ext. 29-30

SCHOOL IMPROVEMENT PROGRAM

Rollingwood School is one of three schools in the San Bruno Park School District that is involved in the California School Improvement Program. The major goals of the SIP are to develop pupils' competence to their highest potential in:

1. Basic Skills:
   - Mathematics
   - English Language
   - Reading
   - Writing
   - Speaking
   - Listening
2. Knowledge and Abilities in Other Curriculum Areas:
   - Arts and Humanities
   - Sciences
   - Areas of Personal Interest
3. Personal Development:
   - Self-esteem
   - Capability for Independent Judgment
   - Personal and Social Responsibility
4. Social Development:
   - Ability to Work in Groups
   - Attainment of Multicultural Consciousness
   - Citizenship Skills

To achieve these goals, SIP requires a school site effort involving parents, teachers, other school personnel, administrators, pupils, and members of the community.

The purpose of this effort is to assess the effectiveness of the total school program in achieving pupil growth and then to plan, implement, and evaluate activities geared to improving that achievement and growth.

The theory is that when school and community are involved and committed, lasting improvements are more likely to emerge.

Building Notes

School Improvement Program - continued

The School Improvement Program provides funds to helf individual schools achieve their goals. Last year, Rollingwood School received approximately $50,000 to use for improving our educational program. In the past, these funds have been used for the following purposes:

a. employing classroom instructional aides, a media center aide, and a physical education specialist;
b. to purchase supplementary instructional materials in all subject areas;
c. to provide books and audio-visual equipment for our media center;
d. to enable students to take educational field trips;
e. parent and teacher training workshops and seminars;
f. bringing various art and humanity presentations to the school;
g. multicultural activities;
h. purchase a microcomputer and software;
i. and, other educational improvements that the District cannot provide.

Participation in the School Improvement Program is a time consuming commitment which requires specific educational preparation, planning, and cooperation between staff and parents.

We feel that this is an extremely valuable program and that our students gain significantly by being part of this program.

* * *

Building Notes

RULES FOR STUDENTS

1. Do not arrive at school before 8:15 a.m.
2. Go direct ly to the front of the school upon arrival; wait for the bell before entering the playgound.
3. Buy your lunch ticket from the cafeteria before school.
4. When the bell rings, walk directly to class and line up.
5. If you are late to school, always check in at the office before going to class.
6. Wear appropriate clothing to school:
   no shorts; halter tops; boots with black rubber soles or steel toes; clothing with offensive writing or illustrations
7. Do not leave the classroom or the playground without a pass or permission from the teacher.
8. Walk at all times on the school grounds, in the corridors, and on the sidewalks.
9. Put your name on all coats, jackets, sweaters, lunch pails, and sack lunches.
10. No candy, gum, or sunflower seeds should be brought to school.
11. Radios, tape recorders, skateboards and other such items should not be brought to school.
12. You cannot use the telephone unless you have permission from your teacher.
13. Students will show respect for their classmates and teachers, using proper language and good behavior at all times.
14. Upon dismissal, go directly home. Do not play in the corridors or on the playground. Wait for your friends in front of the school, not outside the classroom.
15. Use the Safety Patrol to cross the streets at all times.

* * *

Building Notes

PLAYGROUND RULES

1. Play only in your assigned area.
   Stay away from the building at all times.
2. Use all the play equipment safely and properly.
3. Do not lock any games - let everyone play.
4. Wait your turn for the equipment or in games -
   no pushing or shoving.
5. Tumbling, stunts, tackling, etc., is not allowed.
6. Do not throw tanbark, rocks, sticks, or any other objects.
7. You must have permission from the teacher to retrieve
   balls from over the fence.
8. Use jump ropes only for jumping and do not kick red
   rubber balls.
9. You must have permission from your teacher to bring bats,
   hard balls, or other dangerous equipment to school.
10. No running or playing in the bathrooms.

BICYCLE SAFETY RULES

1. Only 4th, 5th, and 6th grades may ride bicycles to school.
2. If the bicycle does not have a lock or a license, it
   should not be brought to school.
3. Bicycles are not to be ridden on the school grounds during
   school hours.
4. When a rider enters or leaves the school grounds, he/she
   is to walk the bicycle.
5. All bicycles must be parked and locked in the compound,
   never in the building or in the wings or classrooms.
6. Students are not to be near the bicycle area during
   recess periods.

* * *

Building Notes

CAFETERIA RULES

1. Walk to the cafeteria in a quiet and orderly fashion.

2. If you bring your lunch, sit in the first available space. Do not try to find a friend.

3. If you buy lunch, go directly to the end of the cafeteria line and wait quietly to get your tray. No cutting is allowed.

4. If you buy milk, stand in line quietly. No cutting is allowed.

5. Talk softly while eating your lunch.

6. Don't throw food or papers on the floor. Clean up your space when finished and put all papers in the trash.

7. Finish all food before leaving the cafeteria. Do not take food outside.

8. Wait quietly to be dismissed to the playground when finished.

9. In order to go home for lunch, you must have a signed (by the parent) Noon Hour Permission Slip on file in the school office.

* * *

Building Notes

School Calendar - 1982-83

September 9, 1982	First day of Student Attendance
September 27 thru October 1	Back-to-School Week
November 10	End of First Quarter
November 11	Veterans' Day - Holiday
November 12	Admission Day (*in lieu of*) Holiday
November 15 - 19	Conference Days - Minimum Days / Students
November 24	Minimum Day
November 25 & 26	Thanksgiving Days - Holidays
December 17	Minimum Day
December 20 - 31	Winter Recess
January 3, 1983	Student Attendance
January 14	Martin Luther King, Jr. Day - Holiday
January 31	End of Semester
February 7 & 8	Conference Days - Minimum Days / Students
February 11	Lincoln's Birthday - Holiday
February 21	Washington's Birthday - Holiday
March 28 thru April 1	Spring Recess
April 13	End of Third Quarter
April 18 & 19	Conference Days - Minimum Days / Students
April 25 - 29	Public Schools Week
May 30	Memorial Day - Holiday
June 16	Last Day of Student Attendance - Minimum Day Last Day of Teacher Attendance